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Technical Report 780

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**Sales Training for Army Recruiter Success:
Supplementary Information on Modeling the Sales
Strategies and Skills of Excellent Recruiters**

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<p>This report describes a program of research on communication strategies and skills used by excellent Army recruiters. Information to be used for the generation of more effective sales training programs for recruiters was obtained. A linguistic modeling procedure was developed and used to identify the communications strategies and skills. Recruiters were observed and interviewed in their field environment. Transcripts of the interviews were analyzed for communication patterns, as well as the belief and rule components of communication strategies.</p> <p>(Continued)</p>		

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ARI Technical Report 780

20. Abstract (Continued)

This report is one in a series of four reports on "Sales Training for Army Recruiter Success." The four reports are identified as follows:

1. Technical Report 779, Sales Training for Army Recruiter Success: Sales Strategies and Skills Used by Excellent U.S. Army Recruiters.
2. Research Product 87-37, Sales Training for Army Recruiter Success: Interviews with Excellent Recruiters.
3. Research Product 87-38, Sales Training for Army Recruiter Success: Modeling the Sales Strategies and Skills of Excellent Recruiters.
4. Technical Report 780, Sales Training for Army Recruiter Success: Supplementary Information on Modeling the Sales Strategies and Skills of Excellent Recruiters.

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Technical Report 780

Sales Training for Army Recruiter Success: Supplementary Information on Modeling the Sales Strategies and Skills of Excellent Recruiters

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FOREWORD

The Army Research Institute (ARI) is currently conducting research designed to enhance the quality of the Army's recruiting force. One vehicle for enhancing the performance of the recruiting force is improved training in sales strategies and skills. This report describes basic work on the development of an expert modeling system of the skills and strategies used by excellent Army recruiters.

Neurolinguistic programming (NLP) was used as the protocol for modeling performance and acquiring information. Since our work on this project was completed, the National Academy of Science has issued a report on enhancing human performance. While this report says that "NLP provides a convenient, existing way of modeling," the report goes on to caution against the use of NLP for "constructing expert modeling systems for specific training programs . . . only if a program evaluation is incorporated into the implementation." In this effort, NLP was used only as a modeling protocol to organize the gathering of information. Program evaluation will be included in any subsequent use of this knowledge base for specific training programs.

This report summarizes research on the identification of communication strategies and skills. While these patterns have been identified in a manner that provides the basic framework from which lesson plans may be developed, the author cautions in accord with the NAS report that they should not be used in this way without an evaluation of effectiveness.

This work was done in the Manpower and Personnel Policy Research Group, Manpower and Personnel Research Laboratory, under its mission to conduct research to improve the Army's capability to effectively and efficiently recruit its personnel. This work was undertaken in accordance with the Memorandum of Understanding Between the U.S. Army Research Institute and the U.S. Army Recruiting Command (USAREC), signed October 1984, subject: ARI/USAREC Research and Development Program. Results of this effort were briefed to the Chief of the Training Division, USAREC, on 17 November 1986.



EDGAR M. JOHNSON
Technical Director

ACKNOWLEDGMENTS

This work would not have been possible without the support and cooperation of the U.S. Army Recruiting Command over the 2-1/2 years of the project. Especially noteworthy were the coordination efforts of the Sales Training Branch and the patience of those excellent recruiters who served as subjects.

The research was conducted by the author, along with Dr. Steven Frieman, research psychologist, U.S. Army Research Institute. The contents of this report, however, are the sole responsibility of the author. Dr. Frieman has issued a separate report on his findings.

SALES TRAINING FOR ARMY RECRUITER SUCCESS: SUPPLEMENTARY INFORMATION ON
MODELING THE SALES STRATEGIES AND SKILLS OF EXCELLENT RECRUITERS

EXECUTIVE SUMMARY

Requirement:

To enhance the effectiveness of U.S. Army recruiters by developing the information base from which to generate more effective sales training programs.

Procedure:

A linguistic modeling procedure was used to identify the communication strategies and skills used by excellent recruiters. Recruiters were interviewed and observed in their field environment. Transcripts of interviews were analyzed for communication skill components as well as communication strategies. Primary sales skills and strategies were derived from these patterns.

Findings:

This paper provided blueprints of the communication strategies and skills used by excellent U.S. Army recruiters. The strategies represent a synthesis of over 425 beliefs and 700 rules covering 25 different points along the sales cycle continuum. Primary sales skills were derived from the 150 communication operators linguistically identified in the speech patterns of excellent recruiters for each of the steps in the sales cycle.

Utilization of Findings:

Currently, the Army Recruiting Course and major private-sector sales training programs teach strategies almost to the exclusion of skills. This study complements the existing sales training program by providing explicit blueprints for the structure of sales communication skills. In addition, it refines existing sales strategy by identifying the strategies used by the best recruiters.

Another utility for the Army is in refinements of a new research tool, albeit experimental, for the elicitation and analysis of high-quality information from a single expert. As such, it complements current job analysis methodologies that require groups of people to produce useful information. In this vein, the modeling approach used here falls into the class of tools known collectively as knowledge engineering.

SALES TRAINING FOR ARMY RECRUITER SUCCESS: SUPPLEMENTARY INFORMATION ON
MODELING THE SALES STRATEGIES AND SKILLS OF EXCELLENT RECRUITERS

CONTENTS

	Page
INTRODUCTION	1
Background	1
Overview of this Report	3
LITERATURE REVIEW	4
Research on U.S. Army Recruiting	4
Sales Training	4
Linguistic Analysis	5
Analysis of Overall Communication Patterns	8
FINDINGS AND ANALYSIS	12
Introduction	12
Prospecting	14
Qualification	23
Rapport	25
Needs and Interests	29
FEBA: Facts--Evidence--Benefits--Agreement	30
Closing	41
Handling Objections	46
REFERENCES	62
APPENDIX A. PROTOCOL CODING WORKSHEETS AND LOGS	A-1
B. PRIMARY COMMUNICATION SKILL REPORTS	B-1

LIST OF TABLES

Table 1. Communication pattern codes	9
2. Summary chart of findings and analysis	13
3. Methods for finding prospects	16
4. Products to sell after category determination	35
5. Approaches and methods for handling objections	51

SALES TRAINING FOR ARMY RECRUITER SUCCESS:
SUPPLEMENTARY INFORMATION ON MODELING THE SALES STRATEGIES
AND SKILLS OF EXCELLENT RECRUITERS

INTRODUCTION

Background

The U.S. Army is constantly working to upgrade the overall quality of enlisted personnel, and thus, the quality of the Army as a whole. No more important method for getting high quality people exists than an effective recruiting program. The U.S. Army recruiter, therefore, is the first, and perhaps most important, step in controlling the quality of the Army. To this end, the Army continually upgrades the training of the recruiter and the procedures to make him effective.

A significant part of this training is in basic sales techniques. The knowledge and skills of the salesman are crucial for the recruiter. He must sell himself first, the concept of military service in general, and the Army in particular before the prospective new recruit (the prospect) will be interested in joining the Army. In addition to that, he must find out the specific qualifications, personal qualities, needs, interests, and goals of the prospective recruit. He must also convince him that the Army is the best way for him to meet his needs, satisfy his interests, and achieve his goals. Once he has effectively done that, and the prospect has agreed to join the Army, the recruiter must actually begin his initial preparation for service in the Army.

Both the Army and others who have studied recruiters have determined a number of skills the recruiter must possess. He must, himself, be a very high quality soldier, and an excellent representative of the Army, in whatever community or situation he finds himself. He must be self motivated, as all good salesmen must be. He must show caring and concern for the well-being and personal needs of each person he comes in contact with. Finally, he must be persuasive in his communication with all those he deals with in his recruiting endeavors.

The sales training now provided for recruiters covers all of these points to a great extent. It probably does so as well as most, if not all, sales training programs available in the private sector, or in any of the other branches of service. No sales training program, however, is geared specifically toward the actual language patterns used to accomplish each of the tasks a salesman, or recruiter must perform. In essence, the training programs do well at teaching the salesman what he has to do, but they fall short in teaching him how, at least at the most basic level, in many areas. The technology to develop such a microscopic program is only

now emerging. It has never before been applied directly to the skills of the salesman.

It was felt that an exploratory study of extremely successful U.S. Army recruiters might reveal certain effective, possibly unique, language patterns that occur in their behavior while they are selling the Army to a prospect. Further, it was thought that the use of these special language patterns may be the distinguishing factor, or at least a distinguishing factor, between these successful recruiters and other, less successful recruiters.

The Manpower and Personnel Research Laboratory, U.S. Army Research Institute, identified and conducted interviews of nine exceptionally competent U.S. Army recruiters. It was felt that discovering and delineating the communication styles and patterns used by these especially skilled individuals could provide the basis for the design of a training program to aid other recruiters in becoming more effective. Increasing recruiting effectiveness would be the major goal of this project.

The current report is the fourth in a series of reports, "Sales Training for Army Recruiter Success (STARS)," that explore whether the Army Recruiting Course (ARC) can be enhanced through focused instruction on communication skills.

While the first report, Technical Report 779, Sales Strategies and Skills Used by Excellent U.S. Army Recruiters, provides the technical overview and details, and the second report, Research Product 87-37, Interviews with Excellent Recruiters, contains the edited transcripts of the interviews with recruiters, the third report contains the most useful information for application to recruiter sales training development. The classification and analysis worksheets developed to systematize the knowledge obtained from the recruiters are contained in that report.

This, the fourth report in this series, parallels the third report in content, but was produced by the author as a separate modeler from the author of the first three reports. The purpose of this report was to explore an alternative approach to organizing the coded data. Specifically, the modeler for the first three reports used procedures to identify generic communication skills across the sales cycles. This report identifies communication skills within each sales cycle. Both approaches yielded similar communication skills; however, it is not clear which approach will be easier to translate into a training program.

Overview of this Report

The remainder of this report is organized as follows. The next section, the Literature Review, is a brief overview of some of the relevant literature and other information sources sought before and during this study. It includes (a) relevant research on U.S. Army recruiting, (b) USAREC materials, including regulations and training programs, for recruiting, (c) books and training programs on sales effectiveness and

training, and (d) relevant literature on linguistic analysis of verbal behavior.

The Method section is limited to a description of the different approach used here in discovering and describing the language patterns and skills found within each step in the sales cycle. This is a complement to the skills discovered across all of the sales cycle steps and described in Research Product 87-38, Modeling the Sales Strategies and Skills of Excellent Recruiters. That report also contains a thorough description of the methods used in gathering and analyzing the data in this study, so this material will not be repeated here.

The Results section provides (a) a detailed description of the patterns found in each of the sections of the sales cycle, (b) how they are logically used to achieve the desired results, and (c) examples of each.

LITERATURE REVIEW

Research on U. S. Army recruiting

From 1981 to 1983, Westat, Inc., under contract to ARI, conducted a study designed to find the specific training needs of U. S. Army recruiters (Romanczuk, 1985). The Westat report made a number of recommendations regarding training the Army recruiter. It incorporated then state-of-the-art research techniques and training techniques into these recommendations. Most of these, however, were aimed at who should be taught, how much and how often they should be taught, and what teaching techniques should be employed. Most of the sales technique referred to is derived from the Lee DuBois sales trainings, which were already widely employed in recruiting at the time of their study. This report did, however, stress the need for both verbal and non-verbal techniques of salesmanship to be taught in recruiter training, as well as the need for continued reinforcement of training, and advanced training, especially for Recruiter Trainers (RTs).

Sales training

USAREC Materials

A variety of current training materials were supplied to the contractor, by ARI, for review (Advanced Sales Communication Workshop, 1984; United States Army Recruiter Salesmanship, 1986; Soldier's Manual, Skill Levels 2/3/4/5 and Trainer's Guide, 1985). The first, Advanced Sales Communication Workshop, is a very thorough and organized program for training the recruiter in a number of skills. It uses a wide variety of approaches including visual aids, role-play, and other skill building exercises. It does not, however, approach language skills on the level of individual patterns. It does provide sentences and phrases that can be used in response to prospect's verbalizations, but without much rationale for how these responses work, or how to construct responses in a more generic way. Much of the sales doctrine within this program is derived from the Lee DuBois sales courses mentioned above.

All of the other publications provided contain brief summaries or variations on this same kind of training. Sales scripts are employed in each to give the recruiter examples of

how to respond to certain verbalizations of the prospect, in some situations. Again, they lack a mechanism for the recruiter to learn specific language skills that will allow him to generate his own responses, based on why and how verbal language actually functions.

Books

A number of recent books on sales skills were briefly reviewed to find unique approaches or special language skills (Anderson, 1981; Boyan, 1983; Brownstone and Franck, 1983; Brownstone, 1979; Cummings, 1979; Massimino, 1981; Miller, Heiman, and Tuleja, 1985; Seltz, 1982; Sheehan and O'Toole, 1985, Sheehan, 1981; Shipp, 1980; Torquato, 1983; Stern and Zemke, 1981; Villere and Duet, 1980). None of those surveyed provided a great deal more, or even substantially different, from the ones cited above. All contain useful selling tools but not, generally, the skills to understand, construct, and use specific language patterns effectively. One exception to this rule on language patterns (Buskirk, 1982) provided a few higher level language patterns and some very brief instruction about how to use and construct these.

Linguistic Analysis

Ericsson and Simon (1984) thoroughly reviewed all the available research up to early 1982 on the analysis of linguistic protocols. The vast majority of this work was based on studies of very specific, limited tasks, and many of them were over fifty years old. Even the latest research they cite is based on extremely simple tasks, such as solving a puzzle that requires only a few minutes and no more than about ten steps. There seems to be no coherency between these studies and none involve a comprehensive model, or even a very specific method, for analyzing the verbal behavior of the subjects in the studies. No information useful, or even relevant to, analyzing tasks as complex as recruiting was found in this research. The research referred to in Ericsson and Simon seems to relate to a totally different kind of analysis, on a much lower level of sophistication, than the current study on Army recruiters.

Useful information was found in the emerging field of Neuro-Linguistics, however. A number of works, and experts in the field, were consulted to find relevant methods for approaching the task of analyzing the verbal behavior of successful Army recruiters.

One level of analysis found to be useful is how predicate operators are used. Some research has suggested that people

break down their experience by sensory mode. In certain situations, people may favor one mode over another (Bandler and Grinder, 1975; Dilts, et. al., 1980; Jacobson, 1983). In other words, it is possible that an individual recruiter may choose certain predicates based on sensory mode. These are referred to as experience modifiers in this study. The recruiter could even break these down to a smaller level of analysis: the level of form of content. For example, a recruiter may discuss his techniques for some part of his presentation purely in terms of what he sees: visual modifiers. This may indicate that he is primarily aware of what non-verbal information and signals he sees in the behavior of the prospect he is talking with. At another point in his sales presentation, this same recruiter may switch to a description of the voice tone and choice of words he hears in the potential prospect's voice. This would indicate that he is primarily aware of sounds at this point: auditory modifiers. Feelings could be described using kinesthetic modifiers. These can be used extremely specifically. For example, in the above mention of voice tones, the recruiter may be listening, even more specifically, for changes in voice pitch or resonance. This is sensible because these changes can be reliable indicators of stress or emotional strain -- things to be carefully attended to during a sales presentation. This kind of information can be discerned from tapes or tape transcripts by the well trained observer. This represents the most basic hierarchical level of analysis in the current state of communication theory (Jacobson, 1986; Gordon, 1978; Bandler, 1985).

On a higher level of analysis, the order in which these experience modifiers occur in spoken language can be highly useful in determining the relevant strategies underlying the behavior under discussion. These again can be discerned from tapes and transcripts. Say, for example, that during some phase of his presentation to a potential prospect, the recruiter describes the order in which he gathers information about the prospect. He may first notice non-verbal cues, visually. He may then listen for voice tone changes for a few moments. Finally he may check his own mental images of how he might best approach the prospect so as not to alarm or annoy him. This sequence of first watching, then listening, then internally visualizing may be an important sequence in making this recruiter particularly effective (Dilts, 1980). By the same token, it may be an entirely different sequence than he uses during other phases of the sales process. Specific behavior patterns of this kind, if deemed effective, can later be included in training program design, and then taught to others (ibid).

Meta-sort analysis is another level of examination that could be useful in a communication pattern study (Bailey, 1984). This is the level most closely related to beliefs, attitudes,

decision making, and other more generalized behavior patterns (Robbins, 1986). Essentially, there appear to be a number of principles that people use to organize their thinking and approaches in dealing with other people. For example, some people trust what others tell them more than they trust their own judgments. It may be that characteristic sorting patterns are shared by successful U. S. Army recruiters. Again, some of this information is available, to the trained observer, in audio tapes and transcripts of interviews. Also of note, it is possible that these excellent recruiters have specific strategies for discerning the sorting patterns of the potential prospects they deal with. This information may also be available from careful study of transcripts (ibid).

Another possibly useful area of analysis, derived from the literature on Neuro-Linguistics, is the questioning and information gathering techniques used by the recruiters at certain times during their sales presentation. One system of questioning techniques to examine would include patterns described by Bandler and Grinder (Bandler and Grinder, 1975a). This systematic use of questioning techniques is designed to insure clarity of intent in communication between two people, and is loosely derived from the transformational grammar of Chomsky (1957) and from the principals of general semantics derived from Korzybski (1933). For example, the potential prospect may say something to the recruiter that is in some way judged by the recruiter to be ambiguous. The recruiter could, in response, ask a clarifying question in order to make sure that he understands what the prospect has said. This special set of questioning techniques is a useful and convenient system for categorizing these types of clarifying questions (McMaster and Grinder, 1980; Laborde, 1985). These patterns are referred to in this study as information removers, information qualifiers, and information conclusers.

Another, broader form of these same patterns has also been identified by Bandler and Grinder (Bandler and Grinder, 1975b; Grinder, et. al., 1977; Grinder and Bandler, 1981). This model includes all of the questioning techniques discussed above, plus some others. But in this model these patterns are used to provide information in an especially persuasive way. One form of these patterns involves matching, or pacing, the verbal behavior of another person. This has been found to greatly enhance the comfort of the other person, their level of trust for the person speaking, and ultimately, the rapport between the two (Goleman, 1977, 1979). These patterns have also been identified to be the same ones used by effective sales professionals during their presentations (Haley, 1982; Moine, 1982).

Another useful set of verbal patterns are the Socratic method based questions and responses developed by Dilts (1983).

These are referred to in this study as perspective changers. They are a set of language patterns used to alter the meaning of a person's verbal communication by changing the framework or context of the statement involved. They are easily found in transcripts and have been shown to be quite common and useful in sales situations (Dilts, personal communication).

Closely related are the patterns of plausible inference of Polya (1968). These show the inherent logic and plausibility of a set of statements as one leads to the next. How the patterns are followed, or not, can be found in the language, and therefore transcripts of taped interviews, of effective communicators. Some of the contingency patterns in this study resemble Polya patterns. Both the Dilts and Polya patterns may show some logical and abstract reasoning capabilities, and how communicators use these to influence others.

Each of the above examination methods derived from Neuro-Linguistics seems useful in that they can be applied to a wide variety of language uses within the individual recruiter's sales presentation. They are also workable in the current study because the individual patterns seem to be able to be detected in transcripts of taped interviews. This seems to be a comprehensive way to combine the sales and communication frameworks with the actual verbal techniques used to achieve specific outcomes.

Analysis of Overall Communication Patterns

For a thorough discussion of the linguistic codes used in this study, see Technical Report 779, Sales Strategies and Skills Used by Excellent U.S. Army Recruiters. That report also contains a complete description of the methodology used to gather information from these excellent recruiters, as well as how the data flow was constructed and analyzed. The following discussion will describe approaches to data analysis unique to this identification of communication skills within each sales cycle as opposed to the identification of communication skills across the sales cycle contained in Research Product 87-38, Modeling the Sales Strategies and Skills of Excellent Recruiters. Completed Protocol Coding Worksheets (PCWs) and Log Sheets referred to are contained in Appendix A. The Primary Communication Skill Reports (PCSRs) are in Appendix B. The table on the following page contains all of the communication pattern codes used in this study. It is taken directly from Technical Report 779, Sales Strategies and Skills Used by Excellent U.S. Army Recruiters, and should be used as a guide to the Findings and Analysis section of this report.

Table 1

Communication Pattern CodesPREDICATE OPERATORSGeneral ExperienceModifier (GEM)

A Auditory
 K Kinesthetic
 O-G Olfactory-Gustatory
 STRAT Strategy Sequence
 UNS Unspecified
 V Visual

Specific ExperienceModifier (SEM)Visual Modifier

Color Shape
 Size Distance
 Location Brightness
 Contrast Clarity
 Focus Depth
 Direction
 Movement/Speed
 Slides/Motion Picture
 Associated/Dissociated

Auditory Modifier

Sounds/Words Distance
 Voice/Whose? Volume
 Location Rhythm
 Direction Duration
 Pitch Timbre
 Tempo
 Tone
 Internal/External

Kinesthetic Modifier

Location Size
 Shape Moisture
 Weight Pressure
 Temperature Texture
 Intensity
 Internal/External
 Tactile/Proprioceptive

SYNTACTIC OPERATORSInformation Assumer (IA)

AD Adverb or Adjective
 APV Active-passive voice
 AWARE Awareness Predicate
 C-LINK Conjunction Linkage
 COM-AD Commentary Adjective
 or Adverb
 CTBA Change of Time Verb or
 Adverb
 FP Future Pace
 JC Justification Clause
 OR Use of Or
 ORD-N Ordinal Numeral
 P Presupposition
 SUB-T Subordinate Clause of Time
 TENSE Tense change or shift
 T-LINK Time Linkage

Information Concluder (IC)

CE Cause-Effect
 MR Mind-Reading

Information Embedder (IE)

C-POST Conversation Postulate
 EM-COM Embedded Command
 EM-Q Embedded Question
 NEG-COM Negative Command
 NEG-Q Negative Question
 PHN-AM Phonological Ambiguity
 POS-COM Positive Command
 PUN-AM Punctuation Ambiguity
 "Q" QUOTES
 SCO-AM Scope Ambiguity
 SRV Selectional Restriction
 SYN-AM Syntactic Ambiguity

Information Qualifier (IQ)

CEQ Complex Equivalence
 LP Lost Performative
 MO Model Operator
 TAG Tag Clause
 UQ Universal Qualifier

Information Remover (IR)

C-BREAK Conjunctive Break
 CD Comparative Deletion
 LRI Lack of Referential Index
 N Nminimization
 SI Simple Inletion
 UV Unspecified Verb

SEMANTIC OPERATORSContingency Frame (CON)

FEBA-CON FEBA Contingency
 FP-CON Future Pace Contingency
 JC-CON Justification
 Contingency
 N-CON Nested Contingency
 S-CON Single Contingency
 YB-CON Yes-But Contingency

Miscellaneous Pattern (MP)

CA Collapsing Anchors
 CHAIN Chain of Responses
 IL Inletion Pattern
 IVC Internal Voice
 Change
 NBS New Behavior Generator
 PG Part Generator
 RF Reframe

Perspective Classifier (PC)

A-Out Another outcome
 AS Apply to Self
 C/D Clunk Down
 C-EX Counter-Example
 C/FS Change Frame Size
 C/FS Confirmation
 CR Change Referential
 Index
 C/U Clunk Up
 H/C Hierarchy of Criteria
 IN Intention
 M-4 Metaphor
 MF Meta Frame
 M/W Model of World
 RE-D Redefinition
 R/S Reality Strategy

Perspective Frame (PF)

AF Agreement Frame
 AIF As-If Frame
 DBT Double-Blind Frame
 PF Ince Frame
 2Q-1A 2 Questions - 1 answer

The steps in reducing the information on the PCWs to the final PCSRs were based largely on the data itself. In this case, each PCSR was developed slightly differently than the others. Each followed the same basic progression however:

1. A series of interim sheets were used to collect the patterns, rules, and beliefs of each individual recruiter, if there were enough relevant patterns to be useful in each case.
2. From this information, a sample blueprint was developed for each of the interim sheets.
3. A set of notes and lists were developed from these sheets. These lists included: (a) the overall tasks the recruiter is faced with at this step in the sales cycle; (b) likely categories of skills a recruiter would use; (b) ways of using these skills.
4. All the patterns from the interim sheets were compiled and, based on examples taken directly from the transcripts, matched to the relevant task the recruiter was trying to accomplish by using that pattern.
5. These matched tasks and patterns were summarized and compiled in order of their occurrence in the recruiters' behavior, related to the overall task(s) of that sales cycle step, and written as the final blueprint section of the PCSR. The remainder of the sheet was built based on the developed blueprint section.

The exceptions to these basic steps were generally added steps directly related to the complexity of the task(s) the recruiter would face at each step in the sales cycle. For example, in prospecting, lists of possible categories of prospects and ways of going about finding those prospects were developed to aid in the organization of the approach to the data.

In rapport, it seemed logical to expand the scope of the analysis beyond that of a simple step in the sales cycle. There were three major times in the sales cycle when rapport seems most crucial to the recruiter: (a) when prospecting; (b) during the initial appointment; and (c) any time already established rapport has been damaged or threatened. Also, at this point, a distinction was made between establishing rapport with prospects, versus establishing rapport with others such as prospects' family members or referral sources, keeping in mind the major focus on skill, as opposed to just standard cycle information. These became the four overall tasks that seemed to emerge regarding

establishing rapport.

In developing the PCSRs on qualifying and needs and interests, it was decided that the two could be conveniently combined, since both seemed to involve the same overall task of gathering relevant, accurate, and complete information. Again, the skill involved was seen as more important than the sequence in the overall sales cycle, especially since the recruiters differed widely in their procedures and beliefs about qualifying.

The PCSR on FEBA was somewhat more elaborate than the ones that came before it. The lists of notes included: (a) categories of prospects and how they could be rated on each one; (b) the possible features the recruiter has to sell; (c) the possible conditions, especially regarding those present, of the sales presentation; (d) the actual tasks relative to making the presentation (essentially presenting facts, evidence, and benefits, and getting the prospect to agree to the accuracy and relevance of each of these); and (e) the actual skills the recruiters had demonstrated to accomplish the tasks.

The development of the PCSR for handling objections included several extra steps. Scanning the interim sheets, overall patterns were found. Seven basic forms or categories of objections (there were natural groupings based on the form of the objection and the recruiters task in handling that form), and an initial list of possible categories of approaches (the patterns fall within categories).

Next, some sections of the interim sheets were removed because they clearly fell into other parts of the sales cycle, e.g. closing, and were covered in the appropriate PCSR sheets on those parts.

Then, final categories were developed based on how the patterns seemed to relate to one another. For example some categories were clearly different versions of the same basic maneuver by the recruiter and would fall into the same set of skills in a later training design. These similar categories were combined. Also, some patterns initially thought to accomplish one thing, were later believed to accomplish something else, or more usually, a combination of several things. In these cases the description of the relevant category may have been changed or added to.

The next section of this report presents the results and analysis of the actual data itself. It is based on the blueprint sections of the PCSR sheets and directly relates to the skills identified at each step in the sales cycle.

FINDINGS AND ANALYSIS

Introduction

The interview and protocol analysis method used yielded a tremendous amount of information about the procedures and patterns used by successful U.S. Army recruiters. The vast number and various styles of approaches used by the recruiters necessitated breaking them into logical categories as discussed in the preceding section. This helped to show the relationships of the patterns themselves to the rules and beliefs held by the recruiters, showing how this was dependent on individual recruiter style. Perhaps more important, it logically grouped this wealth of information into teachable chunks, should a training program be designed and implemented based on these results. The analysis section of this report deals only with actual communication skills related to steps in the sales cycle. For an analysis of the rules and beliefs held by these recruiters, see Research Product 87-38, Modeling the Sales Strategies and Skills of Excellent Recruiters.

The findings on procedures and language patterns are presented in sections based on the sales cycle. Each section begins with an overview that describes that step in the sales cycle, the goals of that step, the order in which the recruiter accomplishes the goals if appropriate, and certain unique features of that step. Some of the more salient or universal beliefs held by recruiters may be mentioned in this section.

The remainder of each section is devoted to procedures and patterns specific to that sales cycle step. Each begins with a listing, in procedural order, of the actual tasks the recruiter must accomplish to complete the step. This is followed by a detailed analysis of each of these. The analysis begins with the categories referred to earlier. These are then reduced, through as many logical levels as were necessary in each case, all the way down to the level of individual language patterns. Examples are given for each basic level language pattern. These are taken directly from the transcripts of the interviews. These language patterns are listed here in the form of their respective codes which appear in Table 1 on page 9. A thorough description of these, again, can be found in Technical Report 779, Sales Strategies and Skills Used by Excellent U.S. Army Recruiters. The table on the next page summarizes these findings by sales cycle step and should be used, along with Table 1, in interpreting the findings.

Table 2

Summary Chart of Findings and Analysis

<u>Prospecting</u>	<u>FEBA -- Sales Presentation</u>	<u>Handling Objections</u>
<u>Get referrals</u>	<u>Prospect category determination</u>	<u>Understand/categorize objection</u>
a) with DEPs	a) Rate prospect on:	a) Fear
b) with adults	Test Score Category	b) Competing goals/needs
c) with other prospects	Income level	c) Direct competition
d) with recruits	Education level	d) Objections of others
<u>Introduce/establish rapport</u>	Current work status	e) Threat to rapport/trust
a) on phone	Family status	f) Special/emotional objections
b) canvassing	Service status/interest	g) Ridiculous objections
<u>Introduce Army</u>	b) Decide on FEBA conditions	<u>Choose approach to objection</u>
a) relates Army benefits	Alone with prospect	a) More information
b) challenges	Multiple prospects	b) Relieve tension
c) creates curiosity	Others present	c) Future orient
<u>Close for appointment</u>	<u>Decide on features to present</u>	d) Motivate
<u>Handle objections</u>	a) Army as a whole	e) Direct challenge
<u>Follow-up on appointment</u>	b) Service to country	f) Clarify intentions
	c) Stable future/help family	g) Redirect/redefine
	d) College/education	h) Negate objection
<u>Qualifying</u>	e) Job/work/income	i) Raise level of analysis
<u>Set frame of discussion</u>	f) Adventure	<u>Deliver approach</u>
a) get complete truth	g) Life experience	a) More information
b) get specific info.	<u>Design and Present</u>	FEBA skills
<u>Get prospect to cooperate</u>	a) Facts	b) Relieve tension
a) direct challenges	b) Evidence	Rapport skills
b) subtle probing	c) Benefits	Comparisons (4 ways)
	Relate products to needs	Vague language (5 ways)
<u>Rapport</u>	Provide experience (model)	c) Future orient
<u>Rapport in prospecting</u>	Convince prospect (3 ways)	Positive future (5 ways)
<u>Recognize signals</u>	d) Agreement	Negative future
a) rules and beliefs		Presupposition
b) softening techniques	<u>Closing</u>	d) Motivate
c) change setting	<u>Test prospect for readiness</u>	Closing skills
d) chunking techniques	a) Indirect (two methods)	e) Direct challenge
<u>Rapport with other people</u>	b) Direct	Strong challenges (3 ways)
<u>Handle challenges/objections</u>	<u>Control the pace</u>	Subtle challenges (2 ways)
	a) Motivate	f) Clarify intentions
<u>Needs & Interests</u>	Stress opportunity	Rapport skills
<u>Set frame of discussion</u>	Stress reality	Clarify prospect intent
a) get needs/interests	Stress decision making	Clarify recruiter intent
b) get buying motives	b) Control sense of time	Clarify Army intent
c) relate to service	Direct challenge	g) Redirect/redefine
<u>Get prospect to cooperate</u>	Comparisons	Reversals/Redefinitions
a) direct challenges	Slowing techniques	Alternative outcomes
b) gentle probing	<u>Get close</u>	Combination techniques
	a) Direct close	h) Negate objection
	b) Two-choice close	Counter examples
	c) Conditional close	"Yes-but" techniques
<u>Prepare prospect for enlistment</u>	<u>Prepare prospect for enlistment</u>	Double binds
a) FEBA skills	a) FEBA skills	i) Raise level of analysis
b) Qualifying skills	b) Qualifying skills	Use prospects criteria
c) Motivators	c) Motivators	Make objection universal
		<u>Test effectiveness of approach</u>

Prospecting

Overview

There are two major goals in prospecting: (a) finding prospects and (b) making good appointments.

Finding prospects. The first goal in prospecting is to identify categories of people who make good prospects so that they can be sought in an organized and efficient manner. The following categories are the major ones: (a) high school students; (b) college students; (c) college dropouts; (d) people out of work; (e) ex-military personnel; (f) People in very limited jobs, or those needing a change.

Prospects are found in three major ways: (a) public relations and advertising, (b) cold calling, and (c) referrals (a referral system). Those most successful in recruiting rely heavily on a referral system they control themselves. Cold calling and advertising are used but mostly within the framework of feeding the referral system. In some cases the referral system depends largely on the DEP (Delayed Entry Program) management in the station, at home, and in the schools.

Public relations and advertising are done in a variety of ways: (a) mail outs (including REACT: Rapid Electronic Advertising Coupon Transmission); (b) television (advertising, news stories, and guest appearances); (c) radio (advertising, news stories, and guest appearances); (d) civic events, fairs, etc.; (e) booths and exhibits in shopping centers and malls, libraries, employment offices, and other public places.

Cold calling is conducted in as many ways and areas as is feasible within the recruiter's territory. In high schools and colleges, the recruiter can sometimes use the ASVAB (Armed Services Vocational Aptitude Battery) test score list as a means to immediately identify mentally qualified students to pursue. He can also use school annuals, or other lists of students that may be available, to help organize his approach to students. He may also have certain events such as career days or other presentations he is invited to attend or conduct.

The recruiter can also use local businesses to find prospects. He may leave cards at check out counters or on bulletin boards. He may give these to store owners or cashiers as well. Also, he can directly approach people working in certain jobs. Young people employed in "dead end" jobs such as fast food restaurants, gas stations, car washes, and other jobs with

limited chance for advancement and high turnover rates can be prime candidates for the astute recruiter. He may also approach likely prospects who are customers in certain kinds of businesses or stores such as beauty parlors, record or book stores, or other logical places to find high school or college age people.

The recruiter can approach people in the community, walking down the street, or in shopping centers and malls, in a variety of ways. Many recruiters believe in, literally, stopping everyone who walks by and asking them to either join the Army or suggest someone who may be interested in joining. Most of the recruiters in this study, however, have certain personal criteria about who they should approach, and how they should do so.

Finally, recruiters can frequent certain places teenagers go after school and on weekends such as parks, gyms, teen clubs, beaches, and the like. They can find people playing ball or engaged in other activities that they can join in on. Doing this, or at least going to these places, on a regular and frequent basis seems most effective.

Most of the recruiters in this study rely heavily on referrals and the referral system they have created and maintain to find prospects. To get referrals of students in high school or college they rely on counselors and other school officials, Delayed Entry Program members (DEP's) in the schools, and other prospects. To get referrals from people in businesses and stores in the community, recruiters rely on business and store owners to give them referrals of people who work for them or are customers. Personnel directors in large companies can also be a referral source, especially in areas where many people are out of work and applying for jobs to these companies. Finally, the recruiters all rely heavily on DEP's and newly enlisted personnel to refer family members, brothers and sisters, friends, and other acquaintances. The family members of these DEP's are often very good sources for referrals. The table on the next page gives an overview of all of these ways of finding prospects.

Table 3

Methods for Finding Prospects

Method			
Advertising and PR:	Mail outs	TV/radio	Events/exhibits
	REACT Other mailing	Advertisements News stories Interviews Other	Fairs, civic events Booths in malls Libraries, employment offices, etc..
Cold Calling:	HS/college	Local business	Street/mall/other
	ASVAB list School annual Events, career day, etc.	RPI, cards Employees Customers	Stopping everyone Eligible people only Possible referral sources Parks, gyms, clubs
Referral System:	HS/college	Local business	DEP/enlisted personnel
	Counselors, officials DEPs in school Other prospects	Store owners, managers Personnel directors	Family members Friends Family acquaintances Other parents

Note. This is only an overview of the locations and sources the recruiter can use to find prospects and generate referrals. There are certainly other possibilities unique to some areas or recruiters, as well as other less widely used sources. See the text for more complete information on each of the ones shown here.

Making good appointments. Making good appointments seems to involve using the processes and skills of the entire sales cycle from rapport through follow-up, in an abbreviated form. Most of the procedures involve (a) rapport establishing, (b) creating interest (needs and interests and FEBA in the sales cycle, but rather than just finding out what the prospect is interested in, getting him interested and curious enough to come in for an appointment to learn about the Army), (c) closing on the appointment, and (d) handling objections to the appointment. Many of the recruiters follow-up after their initial contact to

remind the prospect of the appointment, maintain rapport, and generate further enthusiasm and motivation.

Procedures and Patterns

The recruiter has the following tasks associated with prospecting:

1. Get referrals from as many sources as possible.
2. Introduce himself and establish rapport.
3. Introduce the concept of the Army and its possible benefits for the prospect.
4. Close for the appointment.
5. Handle objections to the Army, service in general, or the appointment.
6. Follow-up on the appointment.

The following is a detailed description of each of the above tasks based on the Blueprint section of PCSR sequence #1 in Appendix B.

Get referrals from as many sources as possible.

Maintaining rapport with referral sources is done through constant contact and real interest in the referral source as a person. All the patterns of rapport are used here (see Rapport). Motivating the source to provide referrals is done in a variety of ways depending on the source, including the techniques of closing (see Closing). The recruiter invariably uses P to assume that the referral source knows other prospects and will provide them.

If the source is in DEP, the recruiter has many more motivating techniques ranging from incentives such as promotion, to using the DEP's sense of camaraderie with his friends, to directly ordering him or her to help out. These cover the range from softeners such as C-POST and SD, to more direct methods such as S-CON and MO (necessity), to painting pictures using FP-CON and many of the techniques of FEBA (see FEBA). The following patterns are demonstrated in this section: P, FP-CON, S-CON, C-POST, SD, and MO.

The recruiter may use C-POST and SD as softeners: "Can you see yourself [getting promoted] ... going to be something."

More directly, the recruiter may use S-CON and MO (necessity): "... if you do not fulfill your part of the bargain

or your obligation on that contract, we're going to discharge you." Or: "You gotta know someone who is interested ..."

A powerful motivator is always P combined with FP-CON: "... we're going to get you promoted ... you're going to be an honor grad, you're going to be an honor grad, I can see it already."

With adults such as parents or school counselors, the recruiter will generally assume more the role of a peer, stressing that he and those he is talking with have the same goal of bettering the lives of the young people. He will use softeners such as AWARE, A-OUT, and IN to stress the outcome of the referral. He will also use humor and cite mutual experiences to convince the referral source of the value of the military. The following patterns are demonstrated in this section: P, A-OUT, IN, and AWARE.

Using AWARE as a quick introduction of the Army and its benefits: "Ma'am, are you familiar with the Army's college fund of 25,200 ..."

The recruiter can use A-OUT, IN, and P in a humorous way to convince a school counselor that as long as the kids aren't doing anything for the year after they graduate, perhaps they should join the Army: "... why not do nothing for 2 years and join the Army ..."

If the source is a prospect who turns out to be unqualified, for example in the initial telephone call, the recruiter uses already established rapport to expand the idea of the Army, and what it offers, to include the person's friends who, it is presupposed, may be interested and qualified. The following patterns are demonstrated in this section: YB-CON, C/FS, P, and AWARE.

The recruiter can use a variety of softeners combined with YB-CON, C/FS, P, and AWARE to change the subject of discussion from the unqualified prospect to his or her qualified friends: "... you're not qualified to go into the Army Reserves, but I know that you have a lot of friends that were ..." This process is generally limited to unqualified prospects who show real interest in the Army.

With new recruits and enlisted personnel, the recruiter will use a wide variety of patterns to motivate for referrals, depending on the person and his relationship with them. These include most of the patterns of FEBA and closing (see FEBA and Closing). The following patterns are demonstrated in this section: C-POST, C/FS, UV, P, CEQ, MO, NEG-COM, C-LINK, S-CON, R/S, HOC, IN, SCO-AM, and APV.

Using C-POST and C/FS, the recruiter can introduce the idea of a new recruit helping out: "Do you know the best salesman ...?"

The recruiter may use NEG-COM as a way of insisting on help from a new recruit -- or anyone he has sufficient rapport with: "I don't want you to say no, I can't find anybody, I want you to bring me two people."

The recruiter can use direct S-CON, gently, to ask for help: "... if you're not doing anything Thursday afternoon, I'd like you to come in the station for a couple hours."

If the recruiter is highly skilled, he may combine a number of patterns such as UV, CEQ, MO, C-LINK, P, S-CON, IN, R/S, and HOC to get his point across: "You know, you've got six months before you go to basic training this summer. I expect you to go as an E2. And to do that, you've got to bring me a referral that's going to join. Okay. And, and I expect it. And I want you to call me tomorrow with the names ..."

The recruiter may use APV along with MO and UV to gently lead in to getting help in finding referrals: "I need your help ... I want to go through some yearbooks ... you to tell me about them ... bring some help ..."

The recruiter may also use SCO-AM to subtly suggest the real need behind his overt question about finding more players for a ball game (the ambiguity is in talking about the soft ball team and referrals -- which "team" -- the soft ball team or the Army?): "I want you to bring two guys ... we need them on the team,"

Introduce himself and establish rapport. If the recruiter is calling on the telephone, he introduces himself by name, not as an Army recruiter. He may say he's with the Army, or representing "Army Opportunities" or some other euphemism. If he has some information about the prospect he will mention this and comment on it in some positive way, usually presupposing accomplishment, pride, and so forth. He will then ask a general question or two about the prospect to get a sense of which direction to go and a sense of how much to do over the telephone. He will pace each answer in some way. The following patterns are demonstrated in this section: P, AWARE, MR, PF, C-POST, MO, and YB-CON.

The recruiter may actually introduce himself in a way that allows for the objection that he is intruding, by using P, MR, MO, AWARE, and YB-CON: "I know, that John, it probably sounds kind of rude and abrupt ... just wanted to ask ..."

After introducing himself, in whatever way he does that, the recruiter will comment on what he knows about the prospect, perhaps that he is about to graduate. He may possibly use PF, AWARE, MR, presupposition, and C-POST: "I know you're proud ... Have you thought about education, Johnny?"

If the recruiter is out canvassing, he may simply approach every person he sees, greet them, and ask them to join the Army. More likely, he will use some personal criteria to pick likely prospects to approach. He will simply greet them and comment about whatever is happening in the situation, or whatever he feels may give him an opportunity to lead into talking about the Army. He will pace, using whatever the prospect or prospects provide him. He may also challenge the prospect, right from the start, to think about changing his life (see below). The following patterns are demonstrated here: MF, PF, and P.

Commenting on what he sees, using PF: "[The recruiter approaching a group of prospects with football jackets on] Are you on the football team? ... What position do you play? ... I saw you out there the other night ... how you doing?"

Introduce the concept of the Army and its possible benefits for the prospect. The recruiter takes whatever information the prospect has given while establishing rapport and relates it to possible Army opportunities. He may ask if the prospect has thought about service, or certain benefits of service, or even presuppose that he already has. The following patterns are demonstrated in this section: P, C-POST, MR, AWARE, C/U, UV, PF, C/D, and C/FS.

He will use P, C-POST, MR, AWARE to softly "slide into" talking about how the Army relates to whatever they just talked about: "Have you thought about the Army ... have you thought about money to enhance your future? ... you know what you want ... college ..."

The recruiter may use C/U, UV, and PF to introduce the concept of service to country, in a gentle step by step manner: "I can kind of relate to that because I was an old farm boy myself ... What kind of crops do you raise? ... Wheat and corn? ... very good crops ... you are really playing an important part in the future of this country."

He may use C/D or C/FS to talk about specific interests or benefits the prospect may have mentioned: "What kind of car are you looking for?"

The recruiter may directly challenge the prospect, even before greeting the prospect, introducing himself, or

establishing rapport, to startle the prospect into thinking about joining the Army. He may use P or C-POST such as: "Is this what you want to do for the rest of your life?" This is usually used with a kid working in a fast food restaurant, a car wash or gas station, or some similarly limited job situation.

The recruiter will generally try to create curiosity about the Army by dropping hints about some benefits, without giving details. He may take something that was mentioned and use P, RE-D, or S-CON to turn it into something having to do with an Army benefit. The recruiter may then only ask if the prospect was aware of this opportunity, without explaining. This can be used with either the prospect or another person close to him. The following patterns are demonstrated in this section: RE-D, P, SD, S-CON, N, UV, MO (possibility), PF, and FP-CON.

Using RE-D, in a humorous way, in response to a waitress in a restaurant asking if she can help him: "... you can help by joining the Army."

Using P, SD, and S-CON, on the back of a business card left for the waiter or waitress in a restaurant: "If you want an \$8000 bonus, call me ..."

More directly, the recruiter can use some of the same patterns: "... thirty minutes of your time to tell you about how the Army can pay for your college ..."

The recruiter may further use a number of vague statements including SD's, N's, UV's and MO's (possibility), and negation, along with PF and FP-CON: "... not here to take you away ... share about ten minutes of my time ... valuable programs ... could possibly benefit you ... put you in a position where you can better help your father later on."

This sets up his later sales presentation and, if the prospect seems intrigued, gives the recruiter the opportunity to close for the appointment.

Close for the appointment. Standard closing methods of conditional, trial, or two-choice closes are used here (see Closing). The following patterns are demonstrated in this section: C-POST, S-CON, P, NEG-Q, and TAG.

Using C-POST and S-CON, the recruiter can close on the appointment with: "Would it be worth your time ...?"

Using P with a prospect he has worked with before: "Ready to join yet?"

For a standard conditional close using S-CON: "If there

was a way to get the things that you wanted in life by enlisting in the Army, wouldn't you want to know about it?"

Using a standard two-choice close, with P: "Would 3:50 or 4:50 be better for you?"

Using NEG-Q for a trial close: "Don't you agree thirty minutes is valuable time?" or NEG-Q with TAG: "You do want to help your father later on, don't you?"

Handle objections to the Army, service in general, or the appointment. The recruiter uses all the standard techniques for handling objections here (see Handling Objections). For example, he will use softeners to maintain rapport while gathering more information. The following patterns are demonstrated in this section: PF, RE-D, AS, C/FS, YB-CON, R/S, P, MR, MO, AWARE, A-OUT, S-CON, UV, SUB-T, and FP-CON.

The recruiter may use PF, RE-D and other reframes such as AS, and C/FS along with P, in a very humorous way, to change the meaning of a ridiculous objection and turn it around, while pacing to maintain rapport: "... what do you want to be ... [Prospect: I want to be a hoodlum.] ... oh really, well how would you like to have some formal training?"

He may use YB-CON to accept objections and then negate them using R/S: "Yeah ... we ain't had a war lately ... 1973 ..."

He will also, sometimes, anticipate objections as a way of pacing, using P, MR, MO, AWARE, and YB-CON: "I know, that John, it probably sounds kind of rude and abrupt ... just wanted to ask ..."

If all else fails, the recruiter can use a number of patterns including S-CON, YB-CON, A-OUT, UV, SUB-T, P, and FP-CON to allow for later changes of mind and/or plans so that the prospect can be contacted later, or come in himself if he wants. Rapport is maintained as well as possible at all times (see Handling Objections for fuller descriptions): "... you said that you are planning to continue your education ... going to college and ... right now have everything pretty well worked out for yourself ... But I'll tell you what partner, you know, if something further on down the road happens to where you need some assistance to pay for your schooling, okay, feel free to give me a call. I'd like to get together with you and show you how the Army can give you up to \$25,000, okay, to help you to obtain your goal and get that degree that you're looking for."

Follow-up on the appointment. The recruiter calls the prospect before the appointment to remind him of it and maintain rapport. If he has doubts about whether the prospect

really intends to keep the appointment, he may challenge him directly with a variety of patterns to instill guilt or responsibility. He may also have the prospect repeat back the time and address of the meeting to test him. He may even mention an incorrect time or place to the prospect to see if he corrects the recruiter with proper information.

Qualification

Overview

Qualification (see also Needs and Interests) involves good questioning techniques, within the rapport frame. There is much conflicting opinion among recruiters about when this should take place. Some believe this should be carried out largely over the telephone, while prospecting. The advantage in this view is that it saves time by preventing the recruiter from needlessly scheduling appointments with unqualified prospects. The other view is that qualification takes place in the first appointment, and throughout the sales cycle, as deeper rapport is developed, and other information such as needs and interests are gathered. Recruiters who take this point of view say they don't mind scheduling appointments with unqualified prospects because they use them to feed their referral system. They feel, in essence, that every contact is useful, whether the prospect joins the Army or not. They use prospecting only to make appointments, not qualify. The instance in which this distinction becomes most relevant is one in which the recruiter has to travel a great distance to conduct the appointment. All recruiters seem to agree that scheduling several appointments in the same area, or having the names and addresses of other likely prospects in the same area, is good time management. All seem to recognize that there are cases in which appointments don't work out and, regardless of the reason, they should use this time wisely by seeing someone else instead. Though they agree that good time management and qualification are very important, they remain divided about when and how to conduct qualification.

There seem to be two major goals in the qualification process: Get the prospect to give thorough information about himself and get the prospect to give accurate, truthful, and specific information about himself.

The recruiter will use many of the motivation patterns used throughout the rest of the sales cycle to get good information from the prospect. He will try to maintain and enhance rapport during this process, but there are times, for example if he thinks the prospect may be withholding information or lying, that rapport becomes less important than the content of

the information. This is the only time during the sales cycle in which this is the case. It is important that the recruiter be comfortable, and sure in his own mind, that the prospect is qualified at least "mentally, morally, and physically" to whatever level he is able to determine these.

Procedures and Patterns

The recruiter has the following tasks associated with qualification:

1. The recruiter will set the frame and control the nature of information sought, especially regarding the level of specificity, to get information that is as accurate as possible and as complete as necessary.
2. The recruiter will get the prospect to cooperate once the frame is set.

The following is a more detailed description of each of these tasks based on the Blueprint section of PCSR sequence #3 in Appendix B.

The recruiter will set the frame and control the nature of information sought, especially regarding level of specificity, to get information that is as accurate as possible and as complete as necessary. The recruiter will begin by going for complete and truthful information in qualification. The following patterns are demonstrated here: UQ, UV, C-LINK, CE, and P.

The recruiter may use UQ and UV to get thorough information, e.g.: "I want to know everything you've ever done in your life."

He may use C-LINK or other CE patterns and P to set a framework of truthfulness, by suggesting or even virtually ordering the prospect to be truthful, e.g.: "I won't lie and you won't lie."

The recruiter will next try to get more specific information by chunking down and using soft transitions that maintain a high level of rapport such as CEQ to make it seem natural that the prospect would have to be very specific about his qualifications. For example, in the case where the prospect may be interested in intelligence or security work, the recruiter may use a comparison with himself using MO, C/D, CEQ, C/FS, and P: "You may be in a job where you'll need qualifications like mine." Notice in this case the rapport enhancing, rather than threatening, nature of the comparison. There are, obviously, many other ways to set these frames.

The recruiter will get the prospect to cooperate once the frame is set. In cases in which the recruiter is not sure he is getting accurate or complete information, he may try to trick or startle the prospect into giving something he was holding back, using direct threats of imprisonment should the prospect be caught lying (within regulations) using S-CON, AWARE, or other patterns. This works especially well when the prospect wants some specialized job in which security, and therefore complete background information, is important. More gently, he may presuppose some problem to get the prospect talking quickly and freely. The following patterns are demonstrated here: P, S-CON, C-POST, and AWARE.

The recruiter may gently give information about possible penalties for lying, using AWARE, S-CON, and C-POST: "Are you aware of the \$10,000 fine or imprisonment for falsifying ...?"

The recruiter may instead try to trick or confuse the prospect into being truthful using P: "What about the glasses your sister told me about?" Or: "I heard your friend say he saw you smoking dope last night."

Rapport

Overview

Establishing rapport is paramount for a recruiter. He must get the prospect comfortable and relaxed enough so that they can talk openly and honestly about needs, interests, and attitudes. The recruiter needs his help and assistance to get him into the Army and he won't get it if the prospect doesn't feel comfort, a sense of trust, and the feeling that he is being treated as an individual.

The recruiter has a number of means of establishing rapport, and maintaining it once it's established. He can use activities such as DEP functions, sports, and others to get prospects loosened up and comfortable. These can be planned activities such as DEP functions, or spontaneous ones such as meeting prospects at a park where he knows they play ball. The recruiter can do favors for the prospect, or have the prospect do him favors, as friends normally would, to simultaneously imply and enhance rapport. He can use subtle verbal and non-verbal signals from, and to, the prospect to establish and maintain rapport. More directly, he can use lots of verbal means of establishing and strengthening rapport including humor, content pacing, agreement, acceptance, compliments, handling objections, and avoiding arguments or problems if necessary.

Procedures and Patterns

The recruiter has the following tasks associated with establishing and maintaining rapport:

1. Establish rapport on the first contact, in prospecting.
2. Recognize signals given by the prospect both verbally and non-verbally and respond appropriately to establish and maintain rapport.
3. Establish rapport with others besides the prospect.
4. Handle challenges and objections while still maintaining, enhancing, or re-establishing rapport.

The following is a detailed description of each of the above tasks based on the Blueprint section of PCSR sequence #2 in Appendix B.

Establish rapport on the first contact, in prospecting. The recruiter uses softeners and other prospecting and objection handling techniques to introduce himself and the concept of the Army, when establishing rapport with prospects (see Prospecting and Handling Objections). He may join in activities, such as sports or others, that they're involved in as well.

Recognize signals given by the prospect both verbally and non-verbally and respond appropriately to establish and maintain rapport. Recruiters follow some general rules in responding to body language. For example, if the prospect is leaning forward, has a "wide-eyed look," exhibits more body motion, shows greater animation in his hands and face, and has an "open" posture, it usually means rapport is well established. The lack of these generally means sufficient rapport is not yet established. The recruiter will often try to match the prospect on these physical measures to give him a sense of being with someone who can understand him and be trusted.

Verbally, if the prospect is more talkative, asks sincere questions, joins in on or initiates jokes, it can indicate a greater level of interest and attention and, thus, a higher level of rapport. Silence or relatively little talking, lack of questions, a monotone voice, and so forth usually mean rapport is not well enough established or the prospect is not yet comfortable.

More importantly, the recruiters seem to develop their own idiosyncratic rules, especially in regard to non-verbal

behavior. Since these vary, and conflict between recruiters, it is difficult to make too many generalizations other than those listed above. This is an area in which personal style, community or regional differences, and individualized approaches need to be considered.

Recruiters use a variety of softening techniques, pace content, and use P, to set the prospect at ease and get him to trust and open up to the recruiter. Use of the following patterns is demonstrated in this section: C-POST, P, MO, C-EX, S-CON, MF (meta-comment), RE-D, TAG, IN, FP-CON, C/U, CEQ, A-OUT, C/FS, C/D, SD, and UV -- all within a pace frame.

The recruiter may use C-POST to introduce concepts within a PF: "Wouldn't it be nice ..."

One common and effective way of using P, in a PF, is by using words like "us" and "we," to suggest that the prospect and the recruiter are "on the same team," even when the recruiter is actually rushing the prospect through the system. This can be combined with FP-CON in a complimentary fashion to ease the tension created by the increase in the speed of the cycle: "... let's deal with this ... get your physical, put you in the Army ... a good member of the Army ..."

He may combine PF, MF (meta-comment), and P: "I've had a rough day ... sit back ... enjoy time with you ... " Or, combined with TAG: "You're not very talkative, are you? ... "you're not like this at home, are you?"

In the form of a question, the recruiter can use C-EX, S-CON, and P: "... what does mom do to get you out of this shell?"

He can combine a number of patterns, such as PF, FP-CON, C/U, CEQ, A-OUT, IN to shift the discussion, from simple pacing, to leading the prospect in a new direction: "I can kind of relate to that because I was an old farm boy myself ... What kind of crops do you raise? ... Wheat and corn? ... very good crops ... you are really playing an important part in the future of this country ... Another way you could serve your country ..."

He can also combine C/FS, C/D, SD, N, MO, UV, RE-D, TAG, and P as above in Prospecting to relate the Army directly to particular needs and fears the prospect has told him about: "... short period of time ... not here to take you away ... share about ten minutes of my time ... valuable programs ... could possibly benefit you ... put you in a position where you can better help your father later on ... You do want to help your father later on, don't you?"

The recruiter may change the setting of the interview, or

have others present (or not present), if he feels this is necessary to make the prospect comfortable. Use of the following patterns is demonstrated in this section: P, MF, PF, and UV.

In a case in which the recruiter knew the prospect was interested in electronics, he conducted the interview in Radio Shack, setting it up casually with MF, PF, UV, and P, in asking the prospect for advice in a nice role reversal: "... come look at something with me ... I'm thinking about buying ... don't know much about ..."

The recruiter may use various techniques of chunking to individualize the presentation also. He may personally compliment the prospect, as well as whatever is necessary to let him know he is thinking of him as a person, not just another prospect. The use of C/D, S-CON, and P is demonstrated in this section.

The recruiter can combine C/D and P: "... get a program planned especially just for you." Or S-CON and P: "What do you want? ... I'll get it for you."

Establish rapport with others besides the prospect.
The recruiter recognizes the individual and personal goals of others besides prospects: the welfare of the young people, the good of the community, and so forth. He uses pacing patterns to express these to people in soft, non-threatening ways. The following patterns are demonstrated in this section: P, MF, RE-D, CEQ, and IN.

Using MF, P, RE-D, CEQ, and IN, the recruiter can soften the concept of the Army and place it in a more positive light: "...look forward to working ... to satisfy ... son's needs as far as his education is concerned ... Army is a development company."

Handle challenges and objections while still maintaining, enhancing, or re-establishing rapport. All the techniques of handling objections are used here, within a pacing framework (see Handling Objections). The following patterns are demonstrated here: P, MR, MO, AWARE, YB-CON, M/W, IN, and MF.

The recruiter may use P, MR, MO, AWARE, and YB-CON as above in anticipating objections in prospecting: "I know, that John, it probably sounds kind of rude and abrupt ..." Or, combining M/W, IN, MF in a vague softening way (see Handling Objections): "I appreciate your opinions ... everybody has theirs as far as what took place [Viet Nam] and was it right, was it wrong and I'm not here to judge and I'm really glad that you gave me the inside about what you feel about it."

Needs and Interests

Overview

Finding needs and interests involves good questioning, or information gathering, techniques. The goals and tasks of needs and interests are virtually identical to those of qualification (see also Qualification). The main difference is that rapport must be maintained and enhanced during this phase. This is paramount since the establishing of needs and interests sets up FEBA, the actual sales presentation that the recruiter makes to the prospect.

Procedures and Patterns

The recruiter has the following tasks associated with needs and interests:

1. The recruiter will set the frame and control the nature of information sought, especially regarding the level of specificity, to get information that is as accurate as possible and as complete as necessary.
2. The recruiter will get the prospect to cooperate once the frame is set.

The following is a more detailed discussion of each based on the Blueprint section of PCSR sequence #3 in Appendix B.

The recruiter will set the frame and control the nature of information sought, especially regarding the level of specificity, to get information that is as accurate as possible and as complete as necessary. To get general information about needs and interests, the recruiter will often first get the prospect talking about himself. He may use the following patterns discussed here: MF, PF, M-4, AIF, and MO.

Using MF and PF he can simply say: "Tell me about yourself ... I want to get to know you ..."

He may then set up hypothetical situations which allows the prospect to let his mind wander freely using M-4, AIF, MO, and other patterns, e.g.: "If you could have anything you wanted, what might it be?"

Then the recruiter will get more specific information, such as the dominant buying motive. The recruiter can, by using P, C/D, C-POST and S-CON, softly "slide into" the possibilities, e.g.: "You can join for what you want ..." Or: "Is that what

this means to you." Perhaps: "Which of these is most important?" Or: "If you could have all of these, which would you want most?" Setting up a hypothetical situation: "... if you had to take ten areas ... those ten areas right there, and choose the most important to you right now in your life ... what would it be?"

When the recruiter feels he has enough information, he will begin to relate interests to some aspect of Army service using a variety of patterns including vague statements using N and SD, reframes, and contingency patterns to relate one thing to another, e.g., using S-CON, N, SD, MO, RE-D, CEQ, and C-EX in response to something the prospect has said: "If you've thought about that, then you've already thought about 'service to your country.'" This, too, can obviously be done in a vast number of ways (see FEBA).

The recruiter will get the prospect to cooperate once the frame is set. If the recruiter doesn't believe the prospect is trying very hard to give him good information about his needs and interests, he may gently ridicule the prospect. This can be done to motivate him by slightly changing the frame using C-POST, S-CON, M-4, MF, and P, e.g.: "We are both intelligent people ... you should be able to think of something that interests you." Or: "My small child could answer these questions." Or maybe: "There must be something you're interested in."

Which of these forms the recruiter chooses will depend, of course, on the level of rapport he has established with the prospect up to this point.

FEBA: Facts -- Evidence -- Benefits -- Agreements

Overview

FEBA is an acronym for Facts, Evidence, Benefits, Agreements. This is the section of the sales cycle in which the recruiter actually "sells" the Army to the prospect. Based on the rapport he has established, the prospect's needs and interests, plans for the future, present circumstances, qualifications, and any other pertinent information, the recruiter will tell the prospect why he should join the Army. He will (a) present Facts about the Army, (b) provide evidence to support those facts, (c) show how these things will directly benefit the prospect, and (d) get the prospect to agree that these are the things that he wants.

To accomplish this, the recruiter categorizes the prospect on a number of levels. This gives him a basic idea of

who the prospect is on these levels, and how he may match this to what the Army has to offer.

1. Test Score Category (TSC): I, II, III, or IV with I being very high, II and III being high, and IV being low.
2. Income level: very low, very high, moderate
3. Education level: high school graduate, not a high school graduate, some technical training, college student or college graduate
4. Current work status: in school, in training, working (at less than a desirable job), doing nothing
5. Family status: single, engaged or has a serious relationship, married, has dependent family
6. Service status: interest level (already sold on the Army, or sold on the service - but not sure which branch), attitude of relatives or others who are exerting pressure, prior service, other factors

Based on this determination, the recruiter can make some generalizations about which specific features of Army life, the prospect may be most interested in. If the recruiter has determined the prospect's dominant buying motive, he knows what feature the prospect is most interested in. If he has not determined a dominant buying motive, he can make some assumptions based on what many others in those same categories usually want. Either way he will sell the prospect the concept of the Army as a whole, along with the specific features he is most interested in, or those that best fill his needs. A general listing of the features follows:

1. The Army as a whole
2. Service to country
3. A stable future, help for family
4. College, continued education (after Army service -- money for later)
5. College, training or education (during service)
6. A job (work, income)
7. Adventure

8. Life experience (including travel)

Next the recruiter designs a way of presenting his features to the prospect in a way that will get him interested in the Army and its benefits, motivated to want to get these things, and convinced that the Army is the best way for him to get them. All of this sets up the close.

Procedures and Patterns

There are three overall tasks, each containing several smaller tasks and procedures, associated with FEBA.

1. Determine how the prospect falls into certain categories and adjust the conditions of the interviewing session if necessary.
2. Based on the prospects needs and interests, and on the above mentioned category determination, the recruiter decides which features to concentrate on.
3. The recruiter uses decisions from 1 and 2, coupled with his sales presentation skills, to design and present relevant, interesting, and motivating information to the prospect.

The following is a thorough discussion of each of these tasks based on the Blueprint section of PCSR sequence # 4 in Appendix B.

Determine how the prospect falls into certain categories and adjust the conditions of the interviewing session if necessary. The recruiter first rates the prospect on each of the following categories:

1. Test Score Category (TSC): I, II, III, or IV with I being very high, II and III being high, and IV being low.
2. Income level: very low, very high, moderate
3. Education level: high school graduate, not a high school graduate, some technical training, college student or college graduate
4. Current work status: in school, in training, working (at less than a desirable job), doing nothing
5. Family status: single, engaged or has a serious relationship, married, has dependent family

6. Service status: interest level (already sold on the Army, or sold on the service - but not sure which branch), attitude of relatives or others who are exerting pressure, prior service, other factors

Next he also decides if the conditions of the interview are conducive to his presentation. There are several possible conditions the recruiter may find himself in with a prospect or prospects:

1. The prospect alone with the recruiter.
2. Multiple applicants with the recruiter.
3. Parents or other family are present, influencing the prospect.

The recruiter must decide how to proceed based on the prospect's ability to make a decision. In some cases he can simply make his presentation to the prospect with no problem. In others this may not be wise.

If there is more than one prospect, for example if two friends come in together, the recruiter will have to determine 2 things. First, will the two applicants help each other, and the recruiter, or hinder one another, and the entire process, through their influence on each other. Second the recruiter must decide if their needs and interests are similar enough to allow for a single presentation to both of them.

If the recruiter feels he can use their relationship to his advantage, for example setting up a friendly competition between them so that they work toward joining, then it may be helpful to keep them together. If the recruiter feels that they are pressuring each other too much to be able to make good decisions, or use good judgement based on their own individual needs, he should separate them.

If the two prospects have similar needs and interests, the recruiter can save time and use their relationship to enhance his presentation. If their needs and interests are very different, they should be separated and each talk to a different recruiter if possible, or as a second choice, make separate appointments.

Another major factor the recruiter will have to consider is whether the prospect can make his own decision about joining the Army. He may not be able to determine this until an objection comes up later, but if he can do so at this point he may be better off because he can change the conditions of the interview to include, or exclude, other significant people who

could affect this decision. These include parents, siblings (especially those in the service or with prior service experience), a girl friend, boy friend, fiancé, or any other significant person in the prospect's life. It is wise to include any of these people in some portion of the sales presentation if they could help or hinder the sale. It is also wise to save some significant feature, benefit, or idea to present to that significant other person, specifically relevant to their own needs or interests. It must be remembered that the recruiter is often better equipped to present this information than the applicant, but this is a judgement that needs to be made in each individual case.

Based on the prospects needs and interests, and on the above mentioned category determination, the recruiter decides which features to concentrate on. The recruiter has gathered information about the prospect's needs and interests already, as well as determining how he or she falls into each of the above categories. He now must decide which feature(s) to sell specifically. He has the following general features:

1. The Army as a whole
2. Service to country
3. A stable future, help for family (Stable fut)
4. College, continued education -- after Army service, money for later (Coll/ed)
5. College, training or education -- during service (Train/ed)
6. A job, work, income (Job)
7. Adventure (Adventure)
8. Life experience, including travel (Life exp)

The recruiter sells the Army as a whole to everyone, regardless of which other features he sells, but in a personalized way. The same goes for service to country, though this is highly stylistic among recruiters. If he has established a dominant buying motive that seems logical and possible for him to meet, then that is what he should sell. Beyond that there are no firm rules for who he should sell which features to. If he is not sure, there are some generalizations that can be made -- relatively safely. The accompanying table showing relationships between category determination and features are meant to be used only as guidelines, or a place to start, not rules. Each may be

Table 4

Features to Sell After Category Determination

<u>Category</u>			
TSC:	<u>IV</u>	<u>III, II</u>	<u>I</u>
	Job Train/ed Stable fut	Coll/ed Any	Adventure Life exp
Income level:	<u>Very low</u>	<u>Moderate</u>	<u>Very high</u>
	Job Stable fut Coll/ed	Any	Life exp Adventure
Education level:	<u>Non-grad/tr</u>	<u>HS grad/coll</u>	<u>Coll grad</u>
	Train/ed Job Coll/ed	Coll/ed Adventure Train/ed	Adventure Life exp
Current status:	<u>Work/nothing</u>	<u>Training</u>	<u>School</u>
	Job Train/ed Stable fut	Train/ed Job	Coll/ed Adventure
Family status:	<u>Single</u>	<u>Engaged</u>	<u>Married/dep fam</u>
	Any	Job Stable fut Coll/ed	Stable fut Job Train/ed

Note. These features are the most common ones found to be of interest in each category. Individual prospects may or may not fit these generalizations. Service status is not included because it relates more to how to sell the prospect than what, or which features, to sell.

entirely inapplicable for a particular prospect. The recruiter must determine through feedback, verbal and non-verbal, from the prospect, if he is on the right track, throughout his sales presentation.

The recruiter uses the decisions he has made, coupled with his sales presentation skills, to design and present relevant, interesting, and motivating information to the prospect. Here the recruiter actually goes through the sales presentation to the prospect based on FEBA: Facts -- Evidence -- Benefits -- Agreement.

To give facts, the recruiter introduces features the prospect has shown a need for or an interest in, based on the determinations and decisions he has made thus far. This is similar to the sections of prospecting in which he gives basic information, in a way that will create curiosity and motivation to want to learn more. The following patterns are demonstrated here: C-POST, AWARE, and CEQ.

The recruiter will use softeners such as C-POST and Aware to introduce the feature or fact: "Have you ever thought about ...?"

He may also use CEQ or other patterns to create curiosity and a sense of a unique opportunity: "Jumping out of a plane ... unusual, not something everyone can do."

The recruiter may need to present evidence to legitimate his facts, or the existence of the features he has introduced to the prospect. He can use the actual contract the prospect would sign, the sales book with its pictures, or JOIN. He may also use his personal experiences in the Army as a M-4: "Let me tell you how I did it." Most of this is a matter of recruiter style and the individual needs of the prospect.

The recruiter will relate the specific features he is selling directly to the needs and interests he has discovered, in a way that makes it personal to the prospect. He will do whatever he can to create the actual experience of the benefits the prospect will gain from having the features. There are three overall steps in this process:

1. Relate features directly to the prospect's needs and interests.
2. Provide a real experience by altering the prospect's perception of time and place through: (a) Fantasy and painting pictures, (b) chains, metaphors, and strategies, (c) role playing or role reversal, and/or (d) combinations of these and other patterns.

3. Convince the prospect of benefits through:
 - (a) Comparisons, (b) motivators and/or challenges, or
 - (c) a combination of these.

To relate the features directly to the prospect's needs and interests the recruiter can use a number of methods and patterns. The following patterns are demonstrated here: UV, P, MR, HOC, YB-CON, MO, A-OUT, and MF.

The recruiter may use UV, P, and MR to vaguely connect specifics to the prospect's desires: "... letters of commendation ... something an employer will look at ..." Or: "I'm sure you're the type who wants to excel ..."

The recruiter may also use HOC and YB-CON to match the priorities in which the prospect wants to accomplish his goals, qualifying what he says using MO, as a softener, or a way out, in case his suggestion is not well received: "... you want something that's more of a challenge ... unless I'm misreading you, continuing education is important, but not at this point ... eventually ..."

Similarly he'll use A-OUT: "You've accomplished this, now we'll put you through ..." This can be used to offer a unique opportunity different than what the prospect has experienced before.

The recruiter may further use P and MF to both introduce possibilities and maintain rapport with the use of "we" or "us": "Well let's take a look at it ... let's think about what you want to accomplish." This enhances rapport, introduces the feature, and gets the prospect thinking about what the feature will do in helping him to achieve his goals.

To provide a real experience of what he is talking about for the prospect, the recruiter will alter the prospect's perception of time and place. He can do this through one of a number of methods: (a) Fantasy and painting pictures, (b) chains, metaphors, and strategies, (c) role playing or role reversal, and/or (d) combinations of these and other patterns. The following patterns are demonstrated here: FP-CON, M-4, STRAT, CHAIN, C-POST, UV, MR, P, SUB-T RE-D, CEQ, AWARE, MO, NBG, NEG-Q, YB-CON, CE, MF, C/U, TENSE, and S-CON.

There are many patterns that the recruiter can use to enhance his presentation in terms of creating an experience of the benefits for the prospect. These techniques include overall principles such as strategies, chains, FP-CON, and M-4's. These are generally designed to take the prospect, or some other person who is involved such as a parent or friend, into the future where

they can imagine the accomplishments and successes that go along with enlistment. Because of this it is often important for the recruiter to know how to begin and end one of these, as well as using what comes in the middle.

To begin, the recruiter will usually introduce an image to the prospect in the usual soft introduction methods such as C-POST, quite often using UV: "Have you ever thought about jumping out of an airplane?"

He may also begin by creating unpleasant feelings -- if he is sure he can repair or relieve them to his benefit later, by using FP-CON, MR, and P: "You're going to hate me ..."

If the recruiter has especially good rapport with the prospect, and senses that the prospect admires or would like to emulate him, he may set up a role reversal, using Sub-T in the M-4, to begin: "... think about six years from now you might be behind this desk talking to a young man just like I'm talking to you."

For a particularly unpleasant feature, to the prospect, the recruiter may begin by reframing it to set up a more pleasant image. In this example of reframing basic training, the recruiter uses RE-D, CEQ, AWARE, and MO: "... true adventure ... Have you ever been camping before? ... look at it as a camping trip...." This not only reframes the subject, but also anticipates the common objection that comes up regarding basic training.

Next the recruiter needs to use and enhance the image he has created. When the framework has been set, and the image the recruiter wants the prospect to have has been introduced or created, he needs to carry it through to give the prospect as full an experience as possible.

The recruiter may now put the prospect more fully into the picture by using NRG and Specific modifiers: "... you're in that jet black truck with those chrome wheels ..." Or: "... after two weeks training, okay, putting on a parachute. Now you're flying along ... You're looking out and everything on the ground is about 2 inches tall..." Or, to accomplish the same thing he may use Neg-Q: "Why don't you feel your parachute deploying ...?"

The recruiter will want to finish the experience he has created and taken the prospect through in a way that makes the prospect feel good and motivated to want more. He will probably want to leave the prospect with some feelings of accomplishment about the experience. One powerful method is to take the prospect quickly from something unpleasant to something rewarding

using MR and RE-D to enhance the feelings the recruiter wants him to have: "You say to yourself, oh man, what did I do now? ... first sergeant starts reading your orders of promotion to sergeant E5."

The recruiter may, in the same sense but less abruptly, vividly describe all the benefits that follow something the prospect believes is unpleasant such as basic training, using YB-CON, CE, MF, C/U, P, and more: "Sure it will be hard, but ... develop yourself and your endurance to a level ... that you probably thought never existed."

The recruiter's overall organizing framework for creating these experiences can take several forms, but usually it will begin with either neutral or unpleasant experiences and move the prospect toward positive ones with good feelings attached. The recruiter may use a combination of STRAT and SPECIFIC as above, but in the order of a visual image, followed by unpleasant feeling to create a bit of tension, finishing with a pleasant feeling or unspecified experience to relieve the tension: "You're looking around ... your stomach was tighter than a knot ... now it's just sitting there..." This also includes Tense changes and Sub-T.

The recruiter may also use Chains, R/S, S-CON, and MF to take the prospect, or even some other player, through a sequence that sets up a later comparison, solidifying the experience: "... later on in life ... comes out ... gets his degree ... goes to work ... position open and he's competing ... they've got identical credentials but he's got prior service ... employer's going to look at that ..." Or to the parents of a prospect: "If he made it through three years ... he's going to continue whatever his goals are."

The recruiter can convince the prospect of the benefits he is trying to demonstrate in a variety of ways. Primarily he will do so through: (a) Comparisons, (b) motivators and/or challenges, or (c) a combination of these. The following patterns are demonstrated here: FP-CON, STRAT, CHAIN, C/D, IN, MO, YB-CON, P, A-OUT, S-CON, NEG-Q, HOC, AS, OR, CONS, C/U, M-4, R/S, and C-POST.

The recruiter needs to solidify or tie together the experience he has created. He may follow it with a comparison with the competition, for example school, a job, another service, and so forth. As an alternative he may set up some challenge or other motivator that gets the prospect to carry the excitement forward with him. He may also use a combination of these. This can be the same as the FP-CON, STRAT, and Chains described above, or it can take other forms.

Comparisons can be made in several ways. The recruiter

can compare future possibilities using FP-CON and C/D: "... employer knows you can work with other people because of service [but doesn't know about other people competing with the prospect] ..." Or just using a direct comparison: "... spent the same amount of time working and in school that this other person just spent in school ..." The recruiter may also compare other services to show that Army competes favorably using IN, MO, YB-CON and other patterns: "... like their uniforms better, I can't fight that ... but ... if it's because they can offer more skilled training ... guarantee you a station ... somebody's jerking your chain ..."

The recruiter may choose to use some method of motivation, or direct challenges, at the end of the image he has created by using P, A-OUT, S-CON and other patterns: "... you're going to be proud ... wearing the uniform ..." Or perhaps: "... going to be challenges ... and the old attitude of 'I can't do it,' you'll find out that will change." With someone who comes from a high income home, the recruiter may use NEG-Q, HOC, AS, OR, CONS and other direct challenges: "... dad went through these experiences ... you want to sponge off him ... are you going to know how to keep it [money] ...?"

The recruiter may choose to combine comparisons with challenges and motivators in some way. For example, to compare the Army's rank structure to the structure of any other business, the recruiter can use a bit of humor, C/U, M-4, and R/S: "... president didn't start out there ... actor first ..."

He may also wish to set up the prospect to answer no to some obvious question about a competing possibility -- and then lead him right back into wanting the Army using C-POST with a little sarcasm. In response to viewing some people who, obviously, really hate their work: "... guys are having a lot of fun at their jobs ... is that what 'job satisfaction' means to you?"

The recruiter may use a very subtle ending for an image that is actually a suggestion to join using SCO-AM, for example at the end of an image of landing after a parachute jump: "... and you say to yourself, 'let's do it again.'" Of course the only actual way for the prospect to do it again is to join the Army. This suggestion is a strong but subtle motivator.

Finally the recruiter will want to get some agreement about what he's been presenting. The recruiter wants the prospect to respond to the experience he has presented by an open, clear, verbal agreement. This sets up the close. The following patterns are demonstrated here: P, S-CON, and C/FS.

The recruiter essentially uses the skills of closing to

determine the effectiveness of his presentation (see Closing). He will often use P in the form of two-choice closes: "... which would you choose...?" He may instead use S-CON in the form of a conditional close: "If I could take care of that, would that take care of it for you?" He'll also sometimes use direct suggestion, or commands, including S-CON: "... if you qualify -- if you don't you'll have to take something else." The recruiter may, in addition or instead of the above, use P and C/FS to presume acceptance by the prospect: "We're going to ask you to do this for us ..." making the process more personal as well.

Closing

Overview

Once the recruiter has made his actual sales presentation, he must close the sale. This is the ultimate goal of all the other steps in the sales cycle. If the recruiter has done his job well, the close becomes the simplest step: the recruiter asks the prospect to join the Army.

Most recruiters, however, use several "warm-up" steps before just coming out and asking for the close. They will first "test" the prospect to see if he is ready to agree to join. These tests fall into two major categories: (a) indirect methods, and (b) direct methods. These tell him how, and how fast, he can close the sale.

Once this is done, and the recruiter has determined the prospect's readiness to agree to join the Army, he will set the pace of the actual closing. Based on how he has been communicating with the prospect up to this point, he can rush the close and get it done quickly, or he may decide that it is best to go more slowly. He may use a number of motivation patterns to speed up the process if he thinks he can do so without endangering the sale or his rapport with the prospect.

Depending on how he has related to the prospect to this point, there are three basic ways to ask for the close: (a) directly asking, or telling, the prospect to join; (b) giving the prospect a "two-choice" close; or (c) setting the prospect up for a "conditional close." All of these can be equally effective. The recruiter will choose one based on his rapport with the prospect, the way the prospect has been responding to his presentation, and the recruiter's personal style.

Even when the prospect has agreed to join the Army, the recruiter is not finished. He now has to prepare the prospect for processing at the MEPS site. He also has to prepare the

prospect for service, especially the first, possibly difficult, adjustments he will have to make including leaving home, handling basic training, and becoming a soldier. This is done to prevent "buyer's remorse" and keep the prospect pleased about his decision and motivated to do well in the Army. The recruiter will invariably use a variety of motivation techniques to insure that, once the prospect has gone through processing, and left for basic training, that he will stay in touch with the recruiter.

The best recruiters maintain contact with new recruits, keep in touch with their families, and help out with any problems that may arise while the new recruit is adjusting to life in the Army. This "service after the sale" not only insures that the new recruit will remain happy about his decision to join the Army, but it will also help feed the recruiter's referral system (see Prospecting).

Procedures and Patterns

The recruiter has the following tasks associated with closing the sale:

1. Testing the prospect to determine his readiness to agree to join the Army.
2. Insuring that the recruiter controls the pace of the actual closing of the sale.
3. Asking for, and getting, the close.
4. Preparing the prospect for the MEPS site once the close has been successful, and motivating him to continue contact with the recruiter throughout basic training.

The following is a detailed description of each of these tasks based on the Blueprint section of PCSR sequence #5 in Appendix B.

Testing the prospect to determine his readiness to agree to join the Army. The recruiter can use either indirect or direct methods to test the prospect for his level of readiness to join the Army.

The first of the indirect methods the recruiter may use, is to simply use a lot of "we" statements as he talks to the prospect, thus assuming that the prospect is already part of the Army. This presupposing of agreement will elicit some response from the prospect of either greater comfort, relaxation, and increased rapport if he is ready, or less of these if he is not. The recruiter simply reads the obvious verbal and non-verbal

signals to determine the effect.

Another way of testing the prospect is for the recruiter to describe the processing and enlistment cycle, and again, to pay attention to how the prospect responds. He will use FP-CON, taking the prospect into future benefits just as in FEBA, using UV's, NEG-Q and C-POST to make it easy for the prospect to respond with a "yes," but difficult to say no, for example: [if we can do all that] "... you ... wouldn't think of a reason not to join?"

If the recruiter is still not sure, he can use a direct method of testing the prospect for readiness to join. He'll simply skip these preliminary steps and "trial close" actually asking the prospect if he is ready to join the Army, or if he feels the recruiter has shown him something that would warrant joining. The prospect will either say yes, and agree to join, or at least agree in principle that it will fit his needs and interests, or he'll give the recruiter more signals about what to do.

Insuring that the recruiter controls the pace of the actual closing of the sale. The recruiter has a choice of several forms of motivators to choose from to get the prospect to make his decision fairly quickly, or alternatively, to take more time. These include (a) pointing out the limits of the prospect's opportunities; (b) directly telling the prospect not to delay his decision, supported by realistic factors; or (c) helping the prospect with the actual decision making process itself. The recruiter may also alter the prospect's perception of time frames. He will speed things up if he feels this will help. He may also slow things down if the prospect is the kind of person who needs time for decisions, or if he responds negatively to being rushed. The following patterns are demonstrated here: C/D, MF, R/S, CE, C/U, M-4, CONS, C-POST, and P.

The recruiter will often motivate the prospect, in one of several ways, to make his decision. He may point out to him that his current opportunities may not last long, and that if he waits he could miss his chance to get what he wants. Using C/D, MF, and R/S: "... windows of opportunity ... got to remember with our constraints ... somebody might have just canceled ..." Or using CE (implied causation here): "... the longer you wait, the less the jobs are ..."

This ties in closely with simply telling the prospect the realities of the situation he is in, and how he should proceed. For example, a prospect will often want to take any tests he will have to take, before making a commitment, to see how he does and relieve himself of some of the responsibility for making up his mind. The recruiter can counter this using C/D and R/S: " ...

costs the tax payers about a hundred dollars just to give you the test ... a hundred dollars of my taxes."

The recruiter can also use other direct methods with R/S, M-4, and C/U: " ... don't you think mom and dad are going to break your plate eventually ...?" Or: "... are you going ... [to procrastinate] ... for the rest of your life?"

He may, in the same sense, point out specifics about waiting using CONS: "The day you graduate high school ... go into a totally different category for us ..."

He can also relate directly back to benefits, as in FEBA, still using hard reality (R/S): " ... we're talking dinero here buddy ..."

The recruiter can also help the prospect by pointing out the decision process itself, and its importance using C-POST, P, and R/S: "Are you the type ... make a decision and stick with it?" Or: "You've put thought into this ... Army puts a lot of money into this ..."

The recruiter can control the prospect's sense of time by (a) defining the time frame for him, (b) speeding it up, or (c) slowing it down. The following patterns are demonstrated here: MO (possibility, necessity), S-CON, C-POST, C/FS, PF, P, and SUB-T.

In defining a time frame, the recruiter can tell the prospect, directly, that the time to join is now, using P and MO (necessity): "You've had enough time ..." Or maybe: "We have to do it now, you gotta go now ..." Less directly he can also use P and MO (possibility) with S-CON in the form of a C-POST: "If I give you a week to think it over will you join?" This creates the illusion of choice.

The recruiter can speed up the process using C-POST, S-CON, P, SUB-T, and C/FS: "What's the difference between 60 days and 30 days ... Are you ready to go on the 16th of April if that comes up? Well. Okay, John, what if it came up for the 16th of June?" Or perhaps: "... why don't we take the test Wednesday, and join Friday." Possibly: "... when you go down there then after you graduate, you'll be leaving within a couple days or a couple weeks or a couple months."

The recruiter may also decide to slow things down a bit to allow the prospect to make a careful decision, if he thinks that is called for, using C/D: "I can see you're an individual ... don't expect you to jump on the bandwagon ..." This gives the prospect a little relief and shows respect for his decision making ability. It can also enhance rapport.

He may also give the illusion of slowing down, while actually leading the prospect further through the process, if he thinks it will help. He might use P, PF, and SUB-T: "While you think about it, let's take the next step."

Asking for, and getting, the close. The recruiter has three basic ways to ask for the close: (a) directly asking, or telling, the prospect to join; (b) giving the prospect a "two-choice" close; or (c) setting the prospect up for a "conditional close." The following patterns are demonstrated here: P, S-CON, NEG-Q, and C-POST.

The recruiter may directly ask the prospect to join the Army, make a statement telling him to do so, or make a statement presuming he already has. In the latter case he is using presupposition and can do so in several ways: "I'll have your paper work ready ..." Alternatively: "... that's good enough for me ..." Or maybe: "Welcome aboard." Perhaps: "Here's what we're going to do."

A two choice close also rests on presupposition. It creates the illusion of choice where, in fact, there is no choice about whether to join, only about when: "... when would you like to take the test, today or tomorrow?" A variation is available in simply removing the specificity of time: "When you gonna join?"

A conditional close is one in which some pre-conditions are set up that, if met, will solidify the close. It is sometimes referred to as "If I could ... would you ...?" It is a simple S-CON statement such as: "... if we can do all this for you, would you join?" The recruiter would obviously use this to close only if he knew he could meet the conditions. As a variation, it can be stated in the negative as a NEG-Q with C-POST: "Can you think of a reason why you wouldn't ... [if we could] ..."

Preparing the prospect for the MEPS site once the close has been successful, and motivating him to continue contact with the recruiter throughout basic training. The recruiter uses FP-Con and the other techniques of FEBA to prepare the prospect for the MEPS site. His main goals are: (a) to make sure the prospect understands the processing cycle, (b) to insure that the prospect will be comfortable and open with the MEPS counselor, and (c) get the prospect to be open minded about job availability, but not to accept anything he won't be satisfied with. The recruiter constantly reinforces the prospect's good decision and relates it back to his goals using all the techniques of creating full and complete images he used in FEBA. (see FEBA)

The recruiter may go back to qualifying techniques, making sure that the prospect hasn't forgotten anything that might jeopardize his chances of getting what he wants in a job, or of his enlistment (see Needs and Interests and Qualification).

The recruiter may also use FP-CON and other motivating techniques to get the prospect to want to stay in contact after he enlists. He may give him self-addressed stamped envelopes to write back to the recruiter with, or some other incentive. All the recruiters studied do this systematically. How it is done is usually a matter of the recruiter's personal style or the station's policy.

Handling Objections

Overview

Handling objections to joining the Army is a necessary and natural part of recruiting, as it is in all of sales. In fact it is often said that salesmanship begins when the customer says no. Many of the recruiters studied here believe that the best recruiters, or salespeople, are the ones who best handle objections. In fact, it seems that the best recruiters actually look forward to the prospect's objections. They see them as simply a way of asking for more information -- a sign of clear thinking and genuine interest on his part. This is a useful framework in which to think about objections, though it has its pitfalls as well. These are discussed below. No matter how the recruiter thinks about objections, however, he will get them, and have to respond to them effectively to be successful.

The first thing the recruiter must do when he gets an objection is make sure that he understands it. Repeating the objection, and asking questions to clarify the prospect's meaning and intent, seems to be common among recruiters. It insures that they know what the prospect is really objecting to, and it gives them a few extra moments to plan their approach.

The next thing a recruiter has to do is choose which approach he will use to counter the objection. Seven different categories of objections are described below. Each of these different kinds of objections represent commonly voiced ones that recruiters hear often. There is no one approach to take in any form, though some clearly must be handled differently than others.

The myriad ways of handling objections, however, represent the vast differences in personal styles of Army

recruiters more than the differences in types of objections. Indeed, many recruiters think that there are an endless number of possible objections they can be faced with. Yet it appears, from the recruiters studied here, that they handle even the widest variety within their own systematic, stylistic approaches, regardless of the actual content of the objection. They seem to respond to its form, or category, and their rapport with the prospect, within their own abilities and personal styles, much more than in response to the actual objection itself. This is in somewhat odd contrast to the fact that within each of their styles, there are certain overall principles and beliefs that are common, at least in the actual delivery of their response to any objection. Clearly, the more flexible a recruiter's style, and the more choices he has in responding to objections, the better his chances of successfully handling them. There are nine overall approaches to handling objections identified below, each having a number of possible methods within it.

Once the recruiter delivers his chosen approach, he then must test the prospect to see if his counter to the objection was successful. In other words, the entire process goes through a loop: the recruiter first tries to close the sale, the prospect then counters with an objection, the recruiter clarifies the objection, picks an approach, delivers his counter to the objection, then reverts back to closing. In effect, he closes the loop. This loop continues until there are no more objections, or until there is an objection that is so strong that the recruiter cannot overcome it. The consensus among the recruiters studied here is that there are really no objections that cannot eventually be handled. They believe they are simply extending the loop indefinitely in some cases. They believe that given enough rapport, enough exchange of information, and enough time, they can overcome any objection.

They also believe, however, that there are many cases in which the prospect's decision not to join the Army is the best one for him at the time. If they believe that the prospect's decision is an informed one, based on accurate and complete information, carefully considered, and honestly expressed, they will honor the decision. They feel this is the best way to maintain their personal integrity, and their rapport with the prospect. This is important in case the prospect's situation changes in the future -- in a way more favorable to enlisting. This also helps keep up their reputation, within the community, for supporting the best interests of the prospects. All of this is used to feed their referral system, closing the larger loop of the entire sales cycle itself.

Procedures and Patterns

1. Understand the objection and decide which category

it falls into.

2. Decide, based on the category the objection falls into, and how the prospect has been responding to the presentation, as well as the recruiter, which approach to take.
3. Deliver the chosen approach effectively, so that the objection is either diminished or eliminated entirely.
4. Test the prospect to determine if the objection was effectively handled.

The following is a detailed description of each of these tasks based on the Blueprint section of PCSR sequence #6 in Appendix B.

Understand the objection and decide which category it falls into. The recruiter must first understand, and if necessary clarify the meaning of, the objection. Sometimes taking a few moments to do this will give the recruiter time to think of which category the objection falls into, and which approach to take in handling it. Objections take a number of forms, but they can be broken down into useful categories.

The recruiter determines which category, or categories, of the following, the prospect's objection falls into:

1. Fear: It can be assumed that ALL prospects have some of this, and that it may have to be handled by the recruiter at some point. The recruiter should be ready to handle fear at all times, and look for it, if it is not apparent.
2. Competing goals and needs: the prospect may be planning on going straight to college. He may have special family needs, a wife, dependents, or the like. These are legitimate and must be respected and addressed.
3. Direct competition: This can come from jobs, other branches of service, or elsewhere. This is where a recruiter needs to be a highly skilled sales professional.
4. Objections of other significant people: The prospects's parents, girl friend, fiancé, brothers or sisters, friends, or anyone else close to the prospect can be real and formidable obstacles to enlistment. These other people may even be direct

competition, e.g. members of another branch of service. It must be assumed that the recruiter is a better salesman than the prospect, so it will often be the recruiter's job to handle these other people's objections with the same skill as he would the prospect's. He should always offer to talk directly with these other people, and respect the prospect's wishes in this regard. The prospect may ask him for advice, some kind of help, or to let the prospect handle it himself.

5. Threatened rapport or trust: The recruiter may have forgotten or been unclear about something. Perhaps the prospect has directly challenged the recruiter's honesty or integrity. He may have heard something negative about the recruiter, the Army, or some aspect of the service. These, again, are legitimate objections that deserve to be respected and handled with care and honesty. Rapport must be preserved at all times.
6. Special or emotional objections: The prospect, or those close to him, may have special personal, emotional, or even religious grounds for objecting to service. The prospect, or these others, may have direct knowledge about specific problems in the Army, e.g. drugs, homosexuality, or abuses of some sort. These can be difficult to deal with and require care and a high level of rapport.
7. Utterly ridiculous objections: The prospect may have some silly objection to service, such as the haircut, the color of the uniform, etc. These usually mask some other underlying objection that is more serious. The ridiculous objection can be taken lightly, but the underlying one cannot. The recruiter should try to find out what it is and handle it appropriately.

Decide, based on the category the objection falls into, and how the prospect has been responding to the presentation, as well as the recruiter, which approach to take. Most recruiters, and indeed most salesmen, agree that objections usually mean that the prospect simply needs more information. This is a good way for recruiters, and all salesmen, to frame their thinking in that it lessens their own fears and anxieties about rejection, it allows them to be persistent, it helps them stay focused on meeting the prospect's needs and interests, and it keeps them working for the close. The problem with this idea, however, is that it is sometimes simply not true. Even the FEBA step in the sales cycle is a great deal more than just presenting information. When handling objections, many techniques are often

needed to get the prospect thinking differently about his position in regard to buying. When this is the case more information certainly needs to be given, but a great deal else may be needed as well. Knowing which information, and how to give it, is just as important as knowing that more is needed. The recruiter may need to back up all the way to the rapport step of the sales cycle and begin from that point again, gathering more information on needs and interests, going through FEBA, and back into the close, depending on the prospect's responses. This will quite often take the form of a chain in which the recruiter slowly moves the prospect through a series of better and better feelings about the Army, until he is ready for the close. This overall view should be kept in mind while examining the individual approaches discussed below.

The recruiter can use any of the following individual approaches, or any logical combination, to handle objections (each of these is thoroughly discussed below). Once he has categorized the objection, he needs to decide which of these to use:

1. Handle objections by simply giving more information that will either nullify them or explain why they aren't applicable (Inform).
2. Relieve tension, make the prospect more comfortable, and reduce the strength of the objection(s) while maintaining rapport (Relieve).
3. Handle the objection(s) by moving the prospect into the future (Future orient).
4. Motivate the prospect in order to overcome the objection(s) (Motivate).
5. Overcome the objection(s) by challenging them directly (Challenge).
6. Maintain rapport and clarify the intentions of all concerned in the face of the objection(s) (Clarify).
7. Redirect or change the meaning of the objection(s) (Raise level).
8. Negate the truth or the value of the objection(s) (Negate).
9. Raise the level of analysis of the discussion so that the objection(s) no longer seems important (Raise level).

Table 5

Approaches and Methods for Handling Objections

Approach:	<u>Inform</u>	<u>Relieve</u>	<u>Future orient</u>
Methods:	Answer any question Revert to FEBA (all FEBA methods apply)	Comparison (4 methods) Vague language (5 methods)	Positive (5 methods) Negative (5 methods) Preparation
Approach:	<u>Motivate</u>	<u>Challenge</u>	<u>Clarify</u>
Methods:	Revert to Closing (3 methods)	Strong (3 methods) Subtle (2 methods)	Enhance rapport Clarify prospect Clarify recruiter Clarify Army
Approach:	<u>Redirect</u>	<u>Negate</u>	<u>Raise level</u>
Methods:	Reversal Redefinition Alternative outcome Combination	Yes-but Counter-example Double-bind	Chunk up Hierarchy of criteria

Note. This table is a summary of the approaches used to handle objections and the more specific methods within each one. See the text for the examples and explanations under each approach.

Deliver the chosen approach effectively, so that the objection is either diminished or eliminated entirely. The table summarizes the methods contained in the nine approaches listed above. The recruiter will use one, or some combination of these approaches. Each is fully described here.

The recruiter may handle an objection by simply giving more information that will either nullify it or explain why it isn't applicable. Many of the various patterns of FEBA are demonstrated here.

The recruiter can counter objections by giving more information, just as in FEBA, with C-EX and R/S strategies when he feels something has not been adequately covered, or if the

prospect really only needs straight, or more complete, specific information. Essentially this involves the recruiter going back to the FEBA step of the sales cycle and all of the patterns appropriate at that level apply here as well (see FEBA). It often helps to use the techniques of relieving tension and maintaining rapport by clarifying intentions, described below, to bridge the discussion backward to FEBA.

To relieve tension, make the prospect more comfortable, and reduce the strength of an objection while maintaining rapport, the recruiter has a variety of procedures available to him. The following patterns are demonstrated here: CEQ, M-4, RE-D, CRI, R/S, MO, APV, UV, N, SD, and NEG-COM.

The recruiter will often use "softeners." These will, in general, make the prospect more comfortable, or more comfortable about whatever he has objected to. These take two basic forms: (a) the recruiter can use one of several forms of comparison; or (b) he can be artfully vague, i.e. less than definitive to keep his options about what to present open, and force the prospect to fill in his own details. This is useful when presenting broad possibilities (see also the section below on redirecting, as those patterns are generally softeners as well).

There are four different means of setting up comparisons.

First, the recruiter can use CEQ, which is a direct comparison form, e.g.: "The Army has very large education centers with education counselors much like your high school counselors, okay, who will help you in setting up a program ..."

Next, he can use RE-D, to redefine one thing as like, or the same as, another: "Basic is to help you, not break you." or "We're not in the killing business, we're in the peace keeping business." Or: "We aren't looking only for people who want to go in for a period of twenty years ... not our purpose ... Our purpose is to try to open doors ..."

As a third method, the recruiter can use M-4, in one of a variety of ways. For example he can set up comparing the Army to a major corporation, and then contrast problems and benefits. He can do the same by comparing the Army to college or any other major institution that may have similar benefits or problems. The comparison itself gets the prospect to think of the Army in more familiar terms, thus softening its immediate impact.

As an alternative, he can use M-4 to handle direct competition from other services by setting up another comparison that leads to the decision he wants the prospect to make: "... well let's say ... Chevrolet had a Trans-Am, they want sixteen thousand dollars for it. It had no options on it whatsoever. At

... another car lot ... had the same Trans-Am that was completely loaded and still wanted only sixteen thousand dollars for it, which particular car would you buy?"

He could also use M-4 to set up a comparison so that someone else close to the prospect who objects to him joining, in this example his fiancée, can have an objection addressed: "... a job down in Texas where a corporation in Texas calls him and tells him they have a job for him for a period of one year where he can make about \$75,000 a year. Are you going to stop him from going, or are you going to let him go?"

The fourth method of setting up comparisons involves using CRI and R/S, to make a direct comparison, for example in a case in which a friend of the prospect has had problems in the Army: "Are you the same as Johnny?"

There are five major ways of being artfully vague.

First, the recruiter can use MO (possibility) to suggest a likely objection that the prospect has not yet stated, in a gentle and non-threatening way. This is especially useful in the many instances in which the recruiter detects fear, but hasn't said so: "Maybe a little afraid ..."

He can also use MO of necessity to point out real needs of the prospect in some situations, especially if the prospect is under the impression that he can avoid some things if he doesn't join the Army: "... courses you'll have to take anyway, you can take while you're in ..."

Second, the recruiter can use APV to switch from active to passive, less specific voice. This can be used to show the prospect that he has a role in what happens, that he is not just the recipient of other people's actions (using a bit of humor to help): "You have to pass the test, you have to pass the physical. You'll sit down with a career counselor, okay.... dressed just like myself, same type of uniform, same type badge, probably not quite as good looking as I am, but [APV shift] he's going to ask you exactly what you want to do, how long you want to do it for.

He can also use passive voice to lessen the apparent strength of an objection: "Unless you came from a very rich family or you do have a lot of scholarships available, okay, you could end up behind your peers because you're having to get student loans ..."

Next, the recruiter can use UV and/or N along with being generally vague to leave out specifics and let the prospect fill in his own details: "Army right now is very pro-education ..."

afford you every opportunity ... given a blank check on that. You can take as much college or as little as you want while you're in ... you've gotten education while you were in, you've kept up with your peers at little or no cost ..."

Fourth, the recruiter can use SD to leave out certain things the prospect may find objectionable. Also, to allow him to fill in his own solutions to problems: "But, are you grown up enough, or are you intelligent enough to recognize it when you see it out there? And if you see it, avoid it."

Finally, the recruiter can also use negatives, as in NEG-COM, to soften the apparent reality of the objection: "I don't want to say it is not that way." Or: "I can't tell you it's not there.... but we're like anybody else, we do the best we can once we find out ... So, no, it is not a major problem you have to worry about."

The recruiter will often want to handle objections by moving the prospect into the future. The following patterns are demonstrated here: FP-CON, A-OUT, P, MR, AS, SPECIFIC, STRAT, ORD-#, CD, S-CON, R/S, CEQ, and CONS.

First, the recruiter can use future pacing just as in FEBA. He can take the prospect: (a) to future accomplishments and good feelings, therefore getting him to want to join; (b) to a negative future that would be the result of not joining, therefore motivating him to join to avoid negative consequences; or (c) to a possible objection that the prospect may have, but has not yet stated, allowing the recruiter to both anticipate and handle it before it becomes a problem.

He can take the prospect to a positive future, within an FP-Con frame, in a number of ways including the following five.

He can, first, use A-OUT to accept the objection and show how it isn't a problem, for example in showing the prospect how his girl friend doesn't have to be an obstacle to enlistment: "...that's fine partner, because we're going to help you, okay, to take care of her later on ..."

He can also use A-OUT along with P and MR for a powerful effect on the prospect. For example, he may take him to the time when he graduates from basic training and his parents are looking on: "... they're going to be touched as you stand there in that room ... you can be proud that you made the right decision...."

Next, he can use AS, for example to set up a "what if" scenario, with a little humor to make it even more effective: "Hey, that's fine partner. You know, there's a lot of what if's that could fall into that. Okay, let me ask you this, what if

you did join the program and something else better did come up and what if I let you out of the program. And would you join then?"

A third way he can do so is to use SPECIFIC and STRAT to add realism to his future pacing in a limitless number of ways, for example: "you can look forward to meeting many more ..."

As a fourth possibility, the recruiter can use simple presupposition to set up more elaborate future pacing: "When you go down to enlist..."

Finally, as a fifth method, he can use ORD-# and C/D to specifically describe future events or procedures to the prospect: "... number one I can test and make sure that you're qualified for the programs, I can tell you about ... I can get your application paperwork ready, and I can schedule you to go down and process for enlistment." This can also be used to strengthen the recruiter's description of what he thinks the prospect should do: "First step in the right direction..."

To take the prospect to a negative future, the recruiter can use a combination of P, S-CON, R/S, CEQ, and CONS, making the prospect feel that he should join to avoid certain consequences: "... hey, if you're not prepared to do that, you're not ready for the service.... you've got to try the best that you can. If you don't try, then for the rest of your life you're going to regret it. You're going to say, why did I give up?"

He could use P, within FP-CON, to prepare the prospect for future problems that could arise: "... there's a lot of guys out there that's probably going to be up and down your back for joining ..."

The recruiter will sometimes motivate the prospect in order to overcome objections. The following patterns are demonstrated here: AS, M-4, A-OUT, MO, and RE-D (see also Closing).

The recruiter may motivate, or direct the prospect, in some circumstances, such as procrastination as in closing (see Closing). He can do this in a number of ways, and by combining a number of patterns. For example, using a combination of AS, M-4, A-OUT: "... partner, you know procrastination is human nature. Everybody does it and we always put it off.... I'll go wash my truck next week ... next week never gets here." Or, using a combination of MO and RE-D: "... what you really need to do is sit down and make a decision."

The recruiter may be able to overcome objections by

challenging them directly. He can use direct challenges to overcome objections, in one of two ways: a) a hard and direct manner; or b) a soft and more subtle way. Either can be used with either the prospect or with someone else close to him who presents the recruiter with an objection. The following patterns are demonstrated here: CRI, P, CEQ, S-Con, M-4, and softeners (see above).

Strong, hard challenges can be used in one of several ways.

The recruiter can use CRI to get the prospect to make a decision: "... are you going to let her make the decision? If so, then we need to talk to her, we don't need to talk to you right now."

He can also use presupposition, for example to express disbelief at the objection: "Now you're really not ... serious about this. You're not jerking my chain are you?" This can also be used to directly challenge the prospect's abilities and readiness for military service: "... well good luck to you. When you grow up a little bit more, come in and see me." Either of these first two can be used to set up future facts or benefits the recruiter may want to present.

Third, the recruiter can use a combination of P and S-CON to challenge the prospect's abilities, motivating him to take the challenge and want to join: "... listen, guy, I got girls that can go through basic training and they made it."

Instead of hard, direct challenges, the recruiter can use more subtle challenges in one of several ways.

First, he can use a combination of CEQ and S-CON to overcome the objection of the prospect's girl friend to his leaving to join the Army: "... if you're not willing to wait ... marriage wouldn't work anyhow. Also with the prospect: "if your goal ... and you don't have the money ... then the Army can help."

Second, the recruiter can always set up a M-4, with which the above can also be combined with softeners, as above, in handling the objection of the prospect's girl friend: "... a job down in Texas where a corporation in Texas calls him and tells him they have a job for him for a period of one year where he can make about \$75,000 a year. Are you going to stop him from going, or are you going to let him go? ... If you are not willing to wait ... marriage couldn't have worked out in the first place."

The recruiter will want to maintain, or even enhance,

rapport and clarify the intentions of all concerned in the face of objections whenever necessary. The following patterns are demonstrated here: PF, P, MR, IN, MO, CEQ, and RE-D.

The recruiter can always stop the direction of the discussion, and back up to some prior point. This can be: (a) a re-setting of the entire frame of the discussion, whenever necessary, to maintain or strengthen rapport; (b) a clarification of the intentions of the prospect; (c) a clarification or explanation of the intentions of the recruiter; or (d) a clarification of the intentions or purpose of some aspect of the Army itself.

To maintain or re-establish rapport, the recruiter can use P and MR, within the pace frame: "What is there to think about, partner ... is there something that I didn't answer?" Or a bit more directly, in the form of a statement rather than a question: "... well hey partner, look evidently there's something else, okay, that we haven't hit on yet. What is it?"

Sometimes it may be to the recruiter's advantage to stop, apologize, back up, and recapitulate what has been discussed to re-establish rapport, in response to the prospect pointing out some need the recruiter has missed: "Oh, yeah, didn't I mention that? I'm sorry, we got carried away, we were talking about your training, we were talking about your travel, you know, and you being able to support your family, okay. Well yes, we do have the Army college fund ..."

To clarify the prospect's intent, when the recruiter hears an objection, he can use IN, MO, and P: "... are you planning on maybe getting married to this girl later on, okay?" Or: "What is it that you're looking for the Army to do?"

For the recruiter to clarify his own intent, on hearing an objection from the prospect, he can use a combination of IN and CEQ: "I'd rather be honest with you and have you walk out of here, okay, than lie to you and have you come in." He could also use a combination of P and RE-D: "Some people say an Army recruiter is the biggest liar in the world ... only here to help you ... I can't put you in the Army. I can help you get in the Army." These, obviously, are especially useful when the recruiter's intentions, or integrity, have been directly challenged.

Sometimes it is useful for the recruiter to explain the purpose or intention of some aspect of the Army, in response to an objection using RE-D and IN: "Basic training is meant to help you ... not break you."

To redirect or change the meaning of an objection,

whenever the recruiter thinks it's necessary, he can use a variety of procedures. The recruiter can redirect or change the meaning of the objection, so that it really means something more in line with joining the Army than preventing it. The three primary methods for doing this are: (a) reversals, (b) redefinitions; and (c) alternative outcomes. These can also be effectively used in (d) combination (see FEBA for more uses of these patterns). The following patterns are demonstrated here: C-LINK, P, LP, MR, IN, RE-D, A-OUT, R/S, C-POST, CEQ, MO, AWARE, UV, APV, UQ, and NEG-COM.

The recruiter can set up reversals in several ways. He can use a combination of C-LINK, LP, and P: "It's a good thing, though, to be a little hesitant like that. Because you're going to make sure that you get everything that you're looking for."

He can also use a reversal, for example, in handling an objection of not wanting to leave home, to show that parents' love can be the reason to join, rather than the reason not to. He may use a combination of MR, IN, and P: "... truly your mother and father love you ... you love them ... protecting your parents by serving your country."

The recruiter can use RE-D in an almost limitless number of ways: "I'm not manipulating you, I'm just giving you choices." Or: "You're not leaving home so much as doing something vitally important for your country." Or: "You're not leaving your parents, you're protecting them by serving your country."

The recruiter can set up alternative outcomes in a variety of ways using A-OUT and P, for example: "Now when would you like to make your parents proud, would tomorrow be too early?"

Best of all, he can use all of the above in combination, adding in more patterns. Using R/S, A-OUT, C-POST, CEQ, RE-D, MO, and presupposition: "...you want to call that manipulation going into the Army? Fine. You get manipulated every day of your life. How? Well, teacher manipulates you ... parents manipulate you ... If you go down to the store and you want to buy something and talk to the salesman, he's going to manipulate you ... So is it really manipulating or is it more or less giving you information and letting you make your mind up."

He can also set up a M-4, comparing the prospect to himself, using MR, IN, AWARE, and P: "... truly your mother and father love you ... you love them ... couldn't have made it where I am right now if my parents wouldn't have cared ... they are very happy people ... [yours] are very happy people, too ... going to be doing something vitally important ... protecting your

parents by serving your country ... they know that you're doing something vitally important ..."

He can also use a combination of UV, APV, UQ, C-LINK, LP, NEG-COM, C-POST, and P to redirect an objection using all of the above in combination: "Are you a little scared? If you are, hey that's normal, partner. Everybody's a little scared but it's good, too, because it's going to make you a little cautious, make sure that you get everything that the Army has to offer you, available to you in writing before you enlist. So don't be afraid to admit that you are scared."

Sometimes the recruiter can actually negate the truth or the value of an objection. He can do this by one of two methods: (a) YB-CON, C-EX, or a combination of the two to directly negate or overwhelm the objection; or (b) DBF to block the prospect into a tight framework of thought, forcing him to realize that he has no real choice about the objection, at least in the way he has presented it. The following patterns are demonstrated here: C-EX, YB-CON, MF, SD, N, SCO-AM, P, FP-CON, S-CON, DBF, TENSE, APV, and C-LINK.

The recruiter can use both C-EX and YB-CON, in a direct challenge: "We got drug problems, but I'll bet you, I'll take you up to the college campus and I'll show you more drug problems than I will in the military." Or perhaps: "... if you're working with any major corporation, right, now they follow certain dress codes. You know, if you're working with IBM or Xerox, you're not going to go to work with earrings in your ears and hair all down your back, you know."

He can also combine YB-CON, MF, SD, N, SCO-AM, and P to negate the objection from the start, suggesting through the presupposition that the prospect actually wants the recruiter to do so: "I realize you don't want to leave home, but I want to tell you about something that's really going to help you out."

He can set up double binds using a combination of FP-CON, S-CON, DBF and P to create a safer environment for the prospect to think about what is being offered: "... you'll maintain your friendship throughout the time ... If not, okay, you pick up another friend ..."

He could also combine FP-CON, DBF, YB-CON, TENSE, APV, and C-LINK in an interesting way: "So, you missed a semester of being on campus, but you've gained a semester of college credits and when you enroll, you're now not a first semester freshman ..."

One of the more sophisticated ways for the recruiter to handle objections is to raise the level of analysis of the discussion so that the objection no longer seems important. He

can so so using C/U or HOC: (a) to make the objection seem unimportant when compared with higher or wider issues (see also comparisons above); or (b) to show that the objection applies equally throughout a wider range of people, or even society as a whole, as it does to the Army -- again diminishing its importance. The following patterns are demonstrated here: HOC, R/S, C/FS, C/U, CONS, IN, AS, RE-D, C-POST, P, AWARE, PF, TENSE, SUB-T, C/U, C/D, MF, and T-LINK.

The recruiter can use the prospect's HOC along with R/S and C/FS very directly: "... isn't a little bit of your vanity, okay, worth the \$25,000 you're going to get for your education?"

He can use a combination of HOC, C/U, and CONS to handle the objection of a mother to her son's enlistment: "... if all mothers felt the way you do, you wouldn't be experiencing your freedom now ...". To further overcome the objections of this same mother, the recruiter can combine other patterns with the above, and point out that people who enlist allow the opportunities for others to go to school, pursue their goals, etc., using IN, R/S, AS, C/FS, RE-D, C-POST, and P: "... if all ... felt that way, you wouldn't be experiencing your freedom ... what they're doing is ... allow your son the opportunity to at least get his high school diploma ... what you should think about is allowing the next person coming along to get their education, or is he too good to allow somebody that opportunity? ... your country runs on the backbone of sons just like yours."

The recruiter can point out that the prospect's objection applies equally to others using C-POST, AWARE, R/S, C/FS, PF, TENSE, SUB-T, and P: "Do you know all the people that will be there? ... There's a lot of people going to be in the same situation out there, okay. Guess what, they're all going to be a little scared, too. You've already got something in common." This is part of a wider method of setting up fantasies effectively (see FEBA).

He may also use C/U, C/D, C/FS, MF, T-LINK, and P to point out that other major institutions have the same or similar problems as the Army: "I don't care if it's fire department, police department, Army Reserve, some people sneak in and get through and then they become known once they are out ... There are these elements in the Army, in the Navy, Air Force, Marine, at IBM, at the school you go to. It's everywhere."

Using this same method on a smaller scale using C/FS, C/U, C/D, R/S, for example in relieving the fears of a woman about her ability to complete basic training: "the program is geared for the females. You are not in competition with the males in basic training ..."

To test the prospect to determine if the objection was effectively handled. The recruiter simply moves back into closing to get a response from the prospect. He'll, of course, use the various patterns of closing here (see Closing). The result will either be agreement or another objection. If he gets agreement, he knows he handled the objection just fine, and he can finish the closing. If he gets another objection he can continue however he needs to in order to handle that one. If he gets the same objection, he can try another method of handling that one.

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APPENDIX A

PROTOCOL CODING WORKSHEETS AND LOGS

Coder: 2

Subject: A

P#	REF	CYCLE	TOPIC
1	2(3)	M/A	Feelings about success
2	4(6)	M/A	Belief about working context
3	5(3)	Pros,M/A	Attitude during prospecting, handling NO
4	5(8)	Pros,F-Up	Build meaningful volume, the right people
5	7(1)	Pros	Rules of prospecting
6	13(2)	Whole	View of the cycle itself
		Cycle	
7	13(8)	FEBA,H-O	Beliefs, rules and demonstration about H-O, fear
8	14(7)	H-O	Anticipate and handle objections. Future pace applicant
			through recruiting cycle
9	16(3)	H-O	To downplay objections by using reality, comparisons,
			and other techniques
10	17(5)	Clo	Beliefs and rules about closing
11	18(2)	N&I	Rules and beliefs regarding N&I
12	18(6)	FEBA	Paint a picture for the kid of adventure training
13	19(5)	FEBA,H-O	Handling objection about falling behind peers in school
14	20(5)	FEBA	Same as above, but about future job training
15	22(5)	Clo	Trial close
16	22(13)	Pros	Prospecting beliefs, rules, strategies
17	24(12)	Pros	More beliefs about prospecting
18	26(1)	Pros	Rules and beliefs on working with schools in prospecting
19	27(3)	Pros,Oth	Beliefs and rules about prospecting and time management
20	30(7)	Pros,N&I,	Rules, beliefs, techniques about N&I, FEBA Cat levels
		FEBA	
21	32(7)	Pre-Q	Pre-Q of applicants -- quick assessments
22	34(7)	M/A	Motivation and attitude beliefs and rules
23	37(6)	H-O	Handling objections, primarily girl friend problems
24	39(3)	H-O	Handling objections, primarily haircut, procrastination,
			honesty
25	41(4)	Rap,FEBA,	Views about personal style in rapport and FEBA
		H-O	
26	43(3)	Pros,Rap,	Dealing with school guidance counselors
		FEBA	
27	45(3)	FEBA	Talking with kid about comparing services
28	47(5)	FEBA,H-O	Handling objections, FEBA, together
29	49(1)	H-O,M/A	Practicing handling objections

PROTOCOL LOG

Coder: 2

Subject: A

[illegible]

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 1 CROSS-REF _____

Purpose: Feelings about success

Cycle: Pros Rep Qual M&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: General

Range: BEG (p. 2, para 3, line 7) END (p. 2, para 7, line 21)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Feels he's done a good job if he accomplishes more than his mission. If he only makes mission he feels he did as he was supposed to. If he doesn't make it he is OK if he knows he did all he could.

RULE: 1 - If he misses mission, he "looks back," "says" nothing he could have done, did all he could, then he can still be satisfied.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.	M/A	Feeling unsuccessful	Strategy	Feels ok	Look back
2.					
3.					
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: Rules about success and failure

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns Specific x

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A I-E P-C Oth

COMMON PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

PATTERNS: STRAT

Describes sequence, feels satisfied

UNIQUE
PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 2 CROSS-REF _____

Purpose: Belief about working context

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A x Oth__

Setting: Individual vs. team stations

Range: BEG (p. 4, para 6, line 41) END (p. 4, para 6, line 48)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Working as an individual, but part of a team is the ideal

RULE:

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 3 CROSS-REF _____

Purpose: _____

Cycle: Pros x Rep _____ Qual _____ N&I _____ FEBA _____ Clo _____ H-O _____ DEP _____ F-UP _____ M/A x Oth _____

Setting: Open

Range: BEG (p. 5, para 3, line 19) END (p. 5, para 3, line 37)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Many people are afraid of "no" or rejection. Don't be, eventually you're going to get a yes.

RULE: 1 - Don't sweat the small stuff. Keep on truckin'. Eventually someone will want what you have.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: Attitude on prospecting is keep on going, it will work if you keep at it and don't let it get you down. Uses metaphor of asking every girl that goes by for a date.

PREDICATE: Vis___ Aud x Kin x Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C x Oth_____

**COMMON
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

**UNIQUE
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 4 CROSS-REF _____

Purpose: Build meaningful volume, not just volume. Belief about getting the right

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP x M/A Oth

Setting: Phone prospecting and elsewhere

Range: BEG (p. 5, para 8, line 42) END (p. 6, para 1, line 25)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Recruiters often build meaningless volume, just to prospect. Anybody can set up appointments just to do it, but it isn't worthwhile. The attention span of high school seniors and graduates is about 3-4 days, so you have to follow up with them and not let them slide. Also, again, don't be afraid to talk to people.

RULE: 1 - Follow up after 3-4 days.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

REPORT TYPE: _____ PCW
I.D.: Coder 2 S A SEQ 4 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

PURPOSE:

people, and understanding how their attention wanes.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 5 CROSS-REF _____

Purpose: Rules of prospecting

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: General

Range: BEG (p. 7, para 1, line 1) END (p. 7, para 1, line 15)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Follow these rules, the basics, and you'll do OK.

RULE: 1 - Overcome fears of rejection.

2 - Go out and meet people, or pick up the phone.

3 - Set up good appointments.

4 - Conduct good appointments.

5 - Make follow-ups when they've scheduled them.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 6 CROSS-REF _____

Purpose: View of the cycle

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A__ Oth x

Setting: General

Range: REG (p. 13, para 2, line 3) END (p. 13, para 2, line 9)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Steps in cycle: 1) set up appointment, 2) establish rapport, 3) determine what applicant needs most, 4) FEBA, 5) H-O.

RULE: 1 - To not be afraid of objections, look for them, anticipate them.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 7 CROSS-REF _____

Purpose: Beliefs, rules and demonstration about handling objections. Primarily handling

Cycle: Pros Rap Qual N&I FEBA x Clo H-O x DEP F-UP M/A Oth

Setting: As described, in person

Range: BEG (p. 13, para 8, line 15) END (p. 14, para 3, line 30)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Objections are a way of asking for more information.

2 - There must be a reason for the objection.

3 - If you keep asking questions they will tell you what you need to know.

4 - The main reason people object to the Army is fear.

5 - If you confront them with the fear issue, they will admit to it.

6 - If you take the Army "out of the picture," it will lessen the fear enough to make a presentation of the benefits.

RULE: 1 - Keep asking questions about the objection.

2 - Confront the fear directly.

3 - Take the word "Army" out of the picture if necessary.

4 - Compare the benefits directly with other possibilities.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

PCW

Coder

2

S

A

SEQ

7

CROSS-REF

DESCRIPTION**CONTINUATION**

fear, getting applicant to admit that fear is an obstacle and that just the thought of the Army is frightening.

III. COMMUNICATION PATTERNS

OVERVIEW: Confronts fear gently using MO. Then takes the word "Army" out of the picture by changing it to CPTI Corporation. This sets up isomorphic metaphor in which he presents Army benefits within the CPTI Corp. structure. This is a brilliant use of metaphor and several perspective changers and information assumers and embedders.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C x Oth PF

		<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	
COMMON PATTERNS:		MO	Softens and confronts ("Maybe a little afraid...")	
		CE	Makes fear all right ("fear leads to caution")	
		P	Makes fear all right ("fear is normal")	
		<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		STRAT	R -> U goes from kinesthetics to unspecified, lessens fear	15(2)
		RE-D	A-R-M-Y - C-P-T-I, safer, more familiar -> FEBA	13(10,41) 14(3,25)

REPORT TYPE: PCW

I.D.: Coder 2 S A SEQ 7 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	RE-D	Fear = caution, making sure to get what you want
	M-4	Army = CPTI, a business, safe, understandable, accepted
	PF	All the way through he comments on the Ps needs/beliefs
	MR	See PF

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 8 CROSS-REF _____

Purpose: Anticipate and handle objection before it is stated by the applicant. Future

Cycle: Pros Rap Qual N&I FEBA Clo x H-O x DEP F-UP M/A Oth

Setting: In person, but some could be used over the phone as well

Range: BEG (p. 14 , para 7 , line 39) END (p. 16 , para 1 , line 12)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you lie it will always come back to you.

2 - Can't "put" a kid in the Army, he can only "help" him and each has certain responsibilities in the process.

3 - "They respect it a little more and ... more open if you are completely honest with them.

4 - Long-term advantage to honesty is that it pays off in the community.

5 - If he gives the kid "this great scoop on" basic training, it helps the kid and his own credibility.

RULE: 1 - Never blatantly lie to a kid.

2 - Fill them in on the whole process.

3 - Keep it light but serious — play the kid on it.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.	H-O	Caught surprised	Clarifies for time	Relaxed/control	Unspec.
2.	H-O	Senses mistrust	States objection himself	Control	Unspec.
3.					
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: Will sometimes clarify to stall and get time to think of a way to handle an objection. Will not lie to a kid. Will give kid very careful view of the responsibilities and procedures for enlistment. Uses an unusual technique of active and passive voice switches to make it seem safe and easy for the kid while he describes it. Sets up the description with the "old adage - the biggest liar in the world is an Army recruiter."

PREDICATE: Vis Aud x Kin x Olf-Gus Uns x Specific

SYNIAI/

SEMANTIC: I-R _____ I-Q _____ I-C _____ I-A _____ I-E _____ P-C x Oth _____

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	RE-D	biggest liar -> only here to help you
	P	Army is desirable, you need help, I'll give it
	FP	Describing cycle helps prepare applicant

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS: APV	Active K predicate -> passive U, A predicates for safety	15(2)

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 9 CROSS-REF _____

Purpose: To downplay objections by using reality, comparisons, and other techniques

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: Handling objection, usually face to face, with P who has heard bad things of R

Range: BEG (p. 16, para 3, line 23) END (p. 17, para 3, line 10)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - If you fail a course in training, or have some other serious problem, it isn't a reflection on the Army, but on you.

2 - People are different, so just because one had problems, it doesn't mean others will.

RULE: 1 - Must be honest.

2 - Use reality, truth, to your advantage

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.	H-O	Feels threatened	Reality statements/ comparisons	Control	Unspec.
2.					
3.					
4.					
5.					
6.					

OVERVIEW:

SYNTAX /

SEMANTIC: I-R I-Q I-C I-A x I-E P-C x Oth

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	RI	Comparison between kid with problems and applicant
	CD	Specifics of problem used to show reality of situation
	P	Comparison shows differences, sets kid up for acceptance

UNIQUE PATTERNS:	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 10 CROSS-REF _____

Purpose: Beliefs and rules about closing

Cycle: Pros__ Rep__ Qual__ N&I__ FEBA__ Clo_x H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Various

Range: BEG (p. 17, para 5, line 14) END (p. 17, para 7, line 49)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The hardest part of training most recruiters -- asking for the close.

2 - Everyone, deep down inside, hates to be told no.

3 - No matter what you do, you still may get a no.

4 - Kid may not have the option to say yes.

5 - Most parents are skeptical, they want proof of what's best for their kid.

6 - You know when to ask for the close by paying attention.

7 - You may not have to formally FEBA, it depends on the kid.

RULE: 1 - Don't be afraid to ask for the close.

2 - No time limit with a kid for asking, just when he feels the kid is starting to agree.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 11 CROSS-REF _____

Purpose: Rules and beliefs regarding N & I

Cycle: Pros Rap Qual N&I x FEBA Clo H-O DEP F-UP M/A Oth

Setting: Face to face

Range: BEG (p. 18, para 2, line 7) END (p. 18, para 4, line 33)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It's important that he understands everything that's available to him.

2 - Even if he was looking for one thing, there may be something else that's important.

3 - Later in life he may have different interests.

4 - Very few people want just one thing out of the Army — there's always something else.

5 - If you paint the picture for him so that he can visualize it in his mind, it's easier to get him to understand.

RULE: 1 - Eventually you reiterate everything that's available — college, different options, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 12 CROSS-REF 2A11

Purpose: Paint a picture for the kid of adventure training, in this case

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA x Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Face to face, when kid is interested in adventure

Range: BEG (p. 18, para 6, line 35) END (p. 19, para 1, line 32)

II. COMMUNICATION STRATEGIES

BELIEF: See SEQ 11

RULE: See SEQ 11

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: Guided fantasy/description of jumping out of an airplane to give the kid
as much input as possible about real unique, unusual, adventure training.
Excellent passage.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific x

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A I-E x P-C x Oth NBG

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	STRAT	Starting with V ->K and leading to U relieves tension.
	CEQ	Jumping out of plane = bizarre, hint about unusual
	NBG	New behavior generator - associated view of experience for effect
	SPECIFIC	Kinesthetic predicate -- stomach tight, now relaxed -- adds to realism

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	NEG-Q	Adds excitement	19(1,11)
		("Why don't you feel...")	

REPORT TYPE: PCW

I.D.: Coder 2 S A SEQ 12 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	SCO-AM	"Let's do it again," i.e. join the Army and do it
	CRI	Helps assoc/disassoc. for realism

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 13 CROSS-REF _____

Purpose: Handling objection about falling behind peers in school and simultaneously

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA x Clo__ H-O x DEP__ F-UP__ M/A__ Oth__

Setting: _____

Range: BEG (p. 19, para 5, line 41) END (p. 20, para 1, line 41)

II. COMMUNICATION STRATEGIES

BEKLEF:1 - See SEQ 11. Also, you can actually get ahead in your education, and finances,
by combining education with the Army.

RULE: 1 - See SEQ 11.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

REPORT TYPE:

PCW

I.D.:

Coder

2

5

A

SEQ

13

CROSS-REF

DESCRIPTION

CONTINUATION

showing the benefits of continuing through the Army.

III. COMMUNICATION PATTERNS

OVERVIEW: Puts going to college while in the Army in a different framework by showing that it actually puts you ahead of your peers instead of behind. Mostly sells money for school. Anticipates objections before they're stated. Teaches kid sorting all the way through this example.

PREDICATE: Vis x Aud Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C x Oth FP-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	
COMMON PATTERNS:	CEQ	Army counselor = HS counselor, familiarity	
	N	Cost savings, etc.	
	UV	Lots of these throughout to allow kid to fill in.	
	A-OUT	Instead of being behind you're ahead, compared to friends.	
	FP-CON	The whole thing is future pacing to go in and get college	
	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	APV	Seems to lessen importance of objections	throughout
	STRAT	V,A,R ->U; same as above, and allows kid to fill in his own ideas once the frame is set	throughout

REPORT TYPE: PCW

I.D.: Coder 2 S A SEQ 13 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	MO	Courses you'll "have to take" -- so this is how: Army
	MR with P	Lots throughout to allow him to guide the kid forward

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 14 CROSS-REF _____

Purpose: Same as above, to paint pictures, but about future job hunting in this instance

Cycle: Pros Rap Qual M&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: FEBA on leadership skills, in person

Range: BEG (p. 20, para 5, line 47) END (p. 22, para 1, line 1)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Later employment opportunities are enhanced by military experience.

2 - Kids have to take lots of course work in college, so military is a good place to get the basic courses, as well as extra training.

3 - An employer would naturally pick the person with military experience over one without, given the choice.

4 - Management skills are picked up naturally in the military.

RULE:

<u>SEQUENCE:</u>	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: Compares civilian education and training to Army education opportunities and training. Puts military on top in every way, systematically. Does an interesting role reversal in which he has the kid role play an employer, with recruiter as a kid just coming out of the service, competing for a job. Asks employer (kid) to hire him. This is sort of a metaphorical close. Manages to present leadership/supervisory possibilities in Army as directly transferable qualities to civilian life. The entire dialogue is a nice future pace.

PREDICATE: Vis___ And___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E x P-C x Oth FP-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	
COMMON PATTERNS:	CRI	Role switches make kid admit Army benefits	
	FP-CON	Again uses this to take kid past enlistment in his head	
	P	Employer will obviously choose Army. Many others showing Army is superior in what he wants. ("Which one would you choose?")	
	CD	Chunks down to specifics, then back to general	
	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	STRAT	UV switches; uses these when talking about business, sound right	21(3,44-53)
	CRI	Uses role switches as a way to teach kid decision making, sorting	throughout
	TENSE	Starts with now, then to what you have accomplished after you've come out of camp, presupposing already done. Then discusses what he did that others didn't while he was in the Army including letters of recommendation and commendation, honorable discharge, etc. -- How he will get job (future) bringing him back to present at the end.	throughout

REPORT TYPE: PCW
I.D.: Coder 2 S A SEQ 14 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

OVERVIEW: to already have finished Army training, i.e. joined and completed service.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 15 CROSS-REF _____

Purpose: Trial close

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: Face to face

Range: BEG (p. 22, para 5, line 10) END (p. 22, para 5, line 21,22)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Verbally walking kid through processing cycle is a good way to set up a
trial close.

RULE: 1 - Uses this when he isn't sure.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: Verbally describes processing cycle to set up trial close. Uses a number of slick techniques including tense switches and UV's in very neat ways. Very rich sequence.

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C__ Oth FP-CON__

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>	
COMMON PATTERNS:	UV	These allow kids to fill in missing pieces and give feedback	
	FP-CON	Describes kid having everything he thinks he wants	
<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	TENSE	Used for future pacing	
	C-POST with NEG-Q	Interesting combination sets up a no to the negative questions about not joining. i.e. wouldn't think of a reason not to join	22(5,21-22)

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 16 CROSS-REF _____

Purpose: Prospecting beliefs, rules, strategies

Cycle: Pros x Rep Qual N&I FEBA Clo B-O DEP F-UP M/A Oth

Setting: Covers all areas

Range: BEG (p. 22, para 13, line 35) END (p. 24, para 2, line 13)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Likes cold calls because he calls lots of kids and generates more interest.

2 - Kid's plans may change later, so if you plant a seed you may get him later.

3 - In big cities kids are more into skilled training, so you might plant different kinds of seeds in different locations.

4 - Keeping introductions low key helps relax kid and establish rapport.

RULE: 1 - Plant seeds in kids.

2 - Keep introductions low-key, names not titles.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW:

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E x P-C x Oth YB-CON, FP-CON

COMMON	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
PATTERNS:	MR with P	Actually bases a lot of his actions on what he thinks kid is thinking -- leads to his questions
	C-POST	Have you thought about Army -- i.e. think about it now
	UV	One of several ways of softening

UNIQUE	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
PATTERNS:	A-OUT	What-if scenario in case things don't work out later	23(3)
	STRAT with YB-CON, FP-CON	A ->K, U chunks; series of you way, but I say (Yes, but) -- later in the future we'll get together and I'll show you what we can do -- future pacing	23(3)

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 17 CROSS-REF _____

Purpose: More beliefs about prospecting

Cycle: Pros x Rep Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Various

Range: BEG (p. 24, para 12, line 37) END (p. 25, para 4, line 30)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Some of the things you post need to entice somebody recently out of work to call.

2 - Can take kids a couple years to figure out what they want to do with their lives.

3 - If kids are working and helping out their parents, they don't have the sense of urgency that others have -- they are now oriented.

4 - Get into schools two ways: cold calls and appointments, and ASVAB testing.

RULE: 1 - Post area.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 18 CROSS-REF _____

Purpose: Rules and beliefs on working with schools in prospecting

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Phone, school

Range: BEG (p. 26, para 1, line 1) END (p. 27, para 1, line 17)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Have to have a good working relationship with school counselors.

2 - Exposure to kids is important so they see who you are, that you're not an ogre.

3 - Most counselors are willing to help as long as you ask them and follow the rules.

4 - Counselors like to be stroked, too.

RULE: 1 - Offer to personally help counselor with students, giving tests, etc.

2 - Find out rules of counselor, when to come, etc., by directly asking.

3 - Bring things for counselors, to stroke them.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

REPORT TYPE: _____ PCW
I.D.: Coder 2 S A SEQ 18 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

5 - When you give to someone (counselor) a lot, they start to feel that they owe you something in return, and it's hard for them to say no to you. They'll go to bat for you then.

6 - When you've established good rapport, you can start asking more questions, i.e. for referrals.

7 - Most counselors realize your time is important, so you can tell them to send you the best referrals, not just kids who want to get out of class, etc.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 19 CROSS-REF _____

Purpose: Beliefs and rules about prospecting and time management

Cycle: Pros x Rep Qual M&I FEBA Clo H-O DEP F-UP M/A Oth x

Setting: Prospecting and time management in different areas

Range: BEG (p. 27, para 3, line 24) END (p. 29, para 5, line 35)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You really have to be on top of your time in a one-man station since there's no one to assist you.

2 - Travel time is very important in rural areas because of great distances between people.

3 - Constant changes necessitate daily prospecting.

4 - If kids don't have jobs, call home at meal time because they'll be there, probably catching the most flack for not working.

5 - Established office hours are only a guide, have to be flexible.

RULE: 1 - Never just make one appointment far away, schedule another, or more, in the same direction.

2 - Set up specific times to do things.

3 - Work on prospecting on a daily basis.

4 - Doesn't plan more than two days out, because he can't keep track of it.

5 - Call grads around noon because of belief 4 above.

6 - Also contacts seniors right after school or about 6:00, or Saturday mornings.

<u>SEQUENCE:</u>	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: Gives list of daily activities. One short example of talking to kid about meeting parents late at night if they work late.

PREDICATE: Vis___ And___ Kin x Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C x Oth___

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	MR	Knows parents will be tired, shows understanding
	RE-D with A-OUT	Redefines midnight meeting as fun. ("We'll have a good time.")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 20 CROSS-REF _____

Purpose: Rules and beliefs, techniques about N & I and FEBA, Cat levels

Cycle: Pros x Rap Qual N&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 30, para 7, line 21) END (p. 32, para 1, line 24)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You have to sell a Cat 4 differently because he probably isn't interested
in continuing his education -- the basic program is enough for him.
2 - Not different in prospecting between Cat levels.
3 - Cat 4's aren't dummies, just more specific, looking for jobs.
4 - You probably have to stress benefits more to Cat 3A.
5 - Cat 3A's looking for college, or some type of further education.
6 - Some people who are smart (Cat 1) expect to be given everything on a silver
platter.

RULE: 1 - You have to be yourself with everyone.
2 - Have to key yourself and talk on the level of each applicant.
3 - Have to be very specific in presentation of job to Cat 4.
4 - Sell Cat 3A college.
5 - Give Cat 1 the bare facts, because of belief 6 above.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: Different opinions and techniques with levels of applicants

PREDICATE: Vis x Aud x Kin x . Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A I-E P-C x Oth FP-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	CD	"Only" the Army can offer this high-tech training, shows uniqueness, creates special value.
	P with MR	Compliments, ties to benefits/joining ("I'm sure...you're the type who wants to excel...") ("I'm sure what you want...")
	HOC	States these for kid, then presents benefits in the same order that kid wants them.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	C/FS	Plural, uses himself as part of Army, makes it more personal, part of a team of which recruiter is already part ("You're going to hate me...")	31(1,3-10)
	TENSE	Used for pacing, setting up HOC, FP	throughout

REPORT TYPE: PCW

I.D.: Coder 2 S A SEQ 20 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	FP-CON with MR, P	Presupposes joining, going through the experiences outlined, matching HOC ("You're going to hate me...")
	A-OUT	You've accomplished this, now we'll put you through... offers unique opportunity — then you'll come back and thank me.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 21 CROSS-REF _____

Purpose: Pre-Q of applicants -- quick assessments

Cycle: Pros Rap Qual x N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: In person, or phone

Range: BEG (p. 32, para 7, line 38) END (p. 34, para 1, line 4)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If they know their social security number, they'll score a 3B or higher on the ASVAB.

2 - If a kid says he's had Algebra I, Algebra II, he'll usually score a 50 or higher on the test -- he pays more attention.

3 - You can tell if someone is paying attention by watching their eyes, and snap them out of it (you can get boring if you've conducted a lot of interviews).

RULE: 1 - Snap the kid out of it if he slips into "la-la" land.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

REPORT TYPE: _____ PCW
I.D.: Coder 2 S A SEQ 21 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 4 - You can tell from talking to a person about their English courses,
what kind of courses they've had, how well they can read, how they'll
do on the ASVAB. If he pretty well understands what he reads he should
be at least a 3B. Same with the word problems on the math portion of
the test.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 22 CROSS-REF _____

Purpose: Motivation and attitude beliefs and rules

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A x Oth__

Setting: N/A

Range: BEG (p. 34, para 7, line 17) END (p. 37, para 4, line 44)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - A large majority of stress is self-imposed.

2 - You have to know when to back off or burnout will hit you between the eyes and you won't accomplish anything.

3 - Station commander has to watch his people, offer encouragement, etc. See Sequence below for general outline.

4 - If you start acting like a machine, you won't put people in, no matter what you do, and you won't understand why.

RULE: 1 - You have to realize what is happening and take time off when you realize you are burned out.

2 - After burnout, you know you'll have to take some flack, a lot of "no's," but when that first kid says yes, you'll be okay.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.	M/A	High production	Bad streak, nothing works	Feel wrong	No "clicks"
2.	M/A	Feel wrong	Start thinking "it's me"	Feel burnout	Not clicking
3.	M/A	Burnout	Station commander helps	Anger	Outside view
4.	M/A	Anger	Get mad, kick things	Relief, okay	Feels better
5.	M/A	Feels better	Devises new work plan	Normal	Clicks
6.					

REPORT TYPE: PCW
I.D.: Coder 2 S A SEQ 22 CROSS-REF _____

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

5 - Difference between listening and hearing. You must concentrate to become involved.

6 - You need time completely away from recruiting when you get burned out.

7 - Good work plan will help you get back after burnout.

8 - It helps to have somebody stroke you on the way back after burnout.

Wife provides support since he has no one else in the station.

III. COMMUNICATION PATTERNS

OVERVIEW: Describes cycle of burnout above in Sequence. Was dissociated the last time (p. 36, para. 3 -- describes state). Uses New Behavior Generator to get himself back on track (p. 37, para. 2). Uses auditory "click" as positive feedback.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific x

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A I-E P-C Oth NBG

COMMON PATTERNS:	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			
	NBG	Gets him reoriented, back on track after burnout	37(2)

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 23 CROSS-REF _____

Purpose: Handling objections, primarily girl friend doesn't want applicant to join

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O x DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: REC (p. 37, para 6, line 50) END (p. 39, para 1, line 16)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Objections are their way of saying they need some more information.

2 - There are lots of opportunities in the Army, for example to play lots of sports, but you've got to apply yourself.

3 - One of the most powerful things in the world is a spouse, male or female. They can be the deciding factor.

4 - If conditional close doesn't work, then you didn't get the real objection.

5 - There are 101 different objections.

6 - A P may not join because he's being badgered by others. He may need stroking.

RULE: 1 - Be careful not to destroy what another recruiter has said to the kid, i.e.

"Can I play sports in the Army?" "Of course."

2 - Find out objections. If the kid says "I've got to think about it," you need to find out why, and confront the problem.

3 - Answer the questions, fulfill the need.

4 - Take the objection lightly (framework for handling "what if" -- see below.)

<u>SEQUENCE:</u>	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Begins lecture at ARC segment of interview, goes right into handling objections. Example of sports, points out that there are lots of sports in the Army. Then example of handling girl friend's objections. Would see the applicant and the girl friend together if necessary. Says, "...do you think it would help if your girl friend understood?" — Terrific introduction with presuppositions, continues.

PREDICATE: Vis ___ Aud x Kin ___ Olf-Gus ___ Uns x Specific ___

SYNTAX/

SEMANTIC: I-R ___ I-Q ___ I-C ___ I-A x I-E ___ P-C x Oth _____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	Assumes kid needs more answers. Same with girl friend. Assumes kid needs "help", etc. All the above maintain rapport and lead the applicant, as well as setting the framework for seeing kid and girl friend together.
	INT	Clarifies intention of applicant with girl friend, then shows how he, and the Army, can "help" no matter what the intention.
	A-OUT	Shows how joining the Army will help take care of girl friend after they're married, a better choice than not joining.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	AS	Applies "what if" to itself brilliantly for conditional close.	39(1)

REPORT TYPE: PCW

I.D.: Coder 2 S A SEQ 23 CROSS-REF

PATTERN OPERATOR

COMMON

PATTERNS: CRI

TECHNICAL RESULT OR OUTCOME

Challenges applicant's decision making power, does he,
or the girl friend make the decisions?

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 24 CROSS-REF _____

Purpose: Handling objections, primarily haircut, procrastination, honesty

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 39, para 3, line 26) END (p. 41, para 2, line 13)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If he says "I don't know [if I'm ready to join]" — there is something else.

2 - Haircuts aren't important in the light of education, training, etc.

3 - A lot of people are afraid to admit they can't make a decision.

4 - Honesty is important and kids respect it in you.

5 - If jobs are filled, especially some of the very popular ones, you need to enlist and go after it when you re-enlist later because the people that are already in the Army are the ones taking those jobs.

6 - It's okay if the kid doesn't join if it was a good decision.

RULE: 1 - Beat a dead horse. Don't give up until you are convinced that now is not the right time.

2 - Let them know you're going to call back later so it doesn't come as a shock to them.

3 - Get him to agree to something, then try to close again.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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6.					

REPORT TYPE: PCW
I.D.: Coder 2 S A SEQ 24 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 7 - He is a counter-example to much of what it taught at recruiting command.

8 - Most recruiters like to show off and talk about themselves.

OVERVIEW: use of the self as an example.

III. COMMUNICATION PATTERNS

OVERVIEW: Sets up conditional close he can't possibly meet, knowing the kid knows it. Says he can't take care of it, but then compares vanity to importance of money for education, good training, getting away from town, etc. Kid would have to be a fool not to go along with the logic of the argument. Uses this to get to more important objections if they are there. Then discusses procrastination and how to push kids ahead in their decision making. Discusses need for honesty and how he convinces kid that he is. Also talks about the

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C x Oth

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	Assumes there is an objection if kid says "I don't know."
	R/S with CF/S	Compares vanity to money for school and training, sets up close
	AS	Procrastination, we all put it off -- shows kid his own foolishness in a humorous way
	M-4 with A-OUT	Example of washing truck next week, shows how we all procrastinate and how useless it is
	RE-D	States kid's real need to sit down and make a decision

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

REPORT TYPE: PCW

I.D.: Coder 2 S A SEQ 24 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	MF	This whole thing is about life, not little objections
	INT	He'd rather be honest and have the kid make a good decision
	CEQ	You might not like what I have to say - At least I'm honest
	C-EX	Uses his techniques as counter to what is taught, but he's very effective

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 25 CROSS-REF _____

Purpose: Views about personal style in rapport and FEBA

Cycle: Pros Rap x Qual N&I FEBA x Clo H-O x DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 41 , para 4 , line 15) END (p. 43 , para 1 , line 34)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You don't necessarily need to use the sales book or the JOIN machine if you really know how to talk to people.

2 - Just recruit however you feel comfortable.

3 - Most male recruiters talk to female applicants the way they have been talking to women all their lives, and it doesn't work. They want to be treated equally.

4 - More women in the Army than ever before means more opportunities for them.

RULE: 1 - You need to treat women the same as you do men.

2 - Don't worry about the rejection if you lose the applicant.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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2.					
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III. COMMUNICATION PATTERNS

OVERVIEW: Talking about talking with women, primarily. The need to be direct and treat them the same as men. Handling objections to basic training.

PREDICATE: Vis x Aud x Kin Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C Oth

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	Assumes they're looking for the Army to do something for them.
	AWARE	Gives information to ease kid's mind about objection.
	C-U	Army has more women, it must be for a reason, you can do it, more jobs, etc. Allows him to present jobs.
	R/S	If you lose them, you never had them.

<u>UNIQUE PATTERNS:</u>	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 26 CROSS-REF _____

Purpose: Dealing with HSGC

Cycle: Pros x Rep x Qual M&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: With HSGC

Range: BEG (p. 43, para 3, line 37) END (p. 45, para 1, line 49)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - More kids are doing nothing when they graduate now than before. Parents are more lenient. Kids would be better off in the Army.

2 - After a certain amount of time doing nothing, you need to do anything, even if it's wrong.

3 - Counselors, when approached with this view, either get defensive or they agree with you.

4 - Need good rapport with counselors.

RULE: 1 - Educate your counselors. Let them know about the Army's benefits.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Importance of rapport ("who do you know") with HSGC, before asking for help.
Views on kids doing nothing. Establishing rapport with counselors, letting
them know the benefits of the Army and getting them to help you out with the
kids.

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C__ Oth__

COMMON

PATTERNS: A-OUT with INT

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

Doing nothing for two years in the Army, humorously
presents the option of military service to counselors

UNIQUE

PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 27 CROSS-REF _____

Purpose: _____

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA x Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Talking with kid about comparing services

Range: BEG (p. 45, para 3, line 53) END (p. 47, para 3, line 18)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Army benefit is short enlistment.

2 - Can't do anything about the color of the uniforms, but they aren't really important.

3 - Kid will tell you (directly in this case) if you left something out that he is interested in (assumes rapport).

RULE: 1 - Challenge kid to compare and challenge other recruiters. Offer to meet together with kid and other recruiter if necessary.

2 - When comparing, if necessary, show benefits in writing.

<u>SEQUENCE:</u>	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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III. COMMUNICATION PATTERNS

OVERVIEW:

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C x Oth YB-CON, S-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	INT	Comparing color of uniform to value of programs -- allows him to show superiority of Army after ridiculous comparison of uniforms, and also get kid to challenge recruiters in other services to be honest and match on merits
	P	Everything important shows superiority of Army programs. Lots of examples of this in this section
	MO	Possibilities brought up to make kid think about benefits and compare other services

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	YB-CON with S-CON	Tells kid to make his own decision	47(1)
		("I'm not going to talk bad about the other recruiter...") but then says ("...if he's lied to you he's going to lie to you again. That's a good possibility.")	

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 28 CROSS-REF _____

Purpose: Handling objections, FEBA, together

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA x Clo__ H-O x DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: BEG (p. 47, para 5, line 20) END (p. 48, para 3, line 49)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - An indirect way for a kid to tell you you forgot some important information is to throw up an objection.

2 - If he says "I think so," he is telling you there may be some doubt.

3 - The "scared factor" is always there with everybody.

4 - Fear is good, it leads to caution in decision making.

RULE: 1 - Save the "scared factor" for last -- it's the easiest to handle.

2 - Make them face up to the fear.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.	H-O	Afraid (kid)	R/S, CF/S	Relief, normal	Unspec.
2.	H-O	Relief, normal	RE-D (fear -- good)	Curious	Unspec.
3.	H-O	Curious	P-AWAKE, C-POST	Anticipating	Unspec.
4.	H-O	Anticipating	P, they're scared, too	Comradeship	Unspec.
5.	H-O	Comradeship	CRI (NBG)	Internal dialogue	Unspec.
6.	H-O	Internal dialogue	CE, FP	Friendship	Unspec.

III. COMMUNICATION PATTERNS

OVERVIEW: Begins talking about kid telling you you forgot something by giving an objection. Shows a perfect example of re-establishing rapport by recapitulating what they were talking about that was so important, then leading with the benefits of the Army college fund and finishing with a modal operator to keep the kid's interest up (47,5,23-30). Then uses more modal operators to introduce the doubt/scared factors in the decision to join. Then describes excellent guided fantasy/future pace of recruiting station, and Army career to

PREDICATE: Vis x And x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E x P-C x Oth PF, DBF,

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	PF	Re-establish rapport (47,5,23-30) Pace-lead
	MO	Lots of possibilities to create/maintain interest/curiosity.
	P	Presupposes he left something out if he hears "yes-but"
	CE	Fear leads to caution, makes you get what you want. This leads the applicant into asking more questions.
	E/S	Everyone is scared -- allows applicant some measure of comfort.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	DBF	You'll either make friends with this guy, or get another one instead	48(3)
	FP-CON with STRAT	Magnificent use of the senses, starts visual, leads through internal dialogue, kinesthetics, back to visuals at the end: installation - ("You can look forward to meeting many more...")	48(3)

REPORT TYPE: _____ PCW
I.D.: Coder 2 S A SEQ 28 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

OVERVIEW: ease the fear and change it to comradeship.

OTHER: FP-CON

REPORT TYPE: PCW

I.D.: Coder 2 S A SEQ 28 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	C-POST with AWARE	Sets up guided fantasy/dialogue ("Do you know all the people that will be there?")
	CF/S	They're all scared too, puts him in with the crowd, sets up the most important part of the fantasy
	MO	Direct suggestions: you will, you're going to, etc.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 29 CROSS-REF _____

Purpose: Practicing handling objections

Cycle: Pros Rep Qual N&I FEBA Clo H-O x DEP F-UP M/A x Oth

Setting: Practices in his head or with his wife

Range: BEG (p. 49, para 1, line 1) END (p. 50, para 1, line 46)

II. COMMUNICATION STRATEGIES

BELEIF: 1 - Practice is very important.

2 - Success comes from knowing how to handle people, answer their questions, satisfy them -- so that people can agree to anything you offer them.

3 - Have to learn to "pick somebody's mind" and the only way is to teach yourself (along with watching others).

4 - Gets to know each person he talks to, and they him, well enough to use them for referrals if they don't go in.

RULE: 1 - Make up objections, come up with ways of handling them. Practice internally or with others (wife).

2 - Don't be satisfied with one "no" -- keep on going.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes practicing handling objections. Uses conscientious objector as an example. Talks about his mentor when he was learning to recruit.

PREDICATE: Vis x Aud x Kin x Olf-Gus Unse x Specific

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E x P-C___ Oth___

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: P

Can't believe the objection — gets applicant to clarify

C-POST

(**"Did you know..."**) as way of present counterexample

C-EX

Shows how you can get in through c.o. status, conditional close is followed up and finished

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 30 CROSS-REF _____

Purpose: Prospecting beliefs and rules -- esp. referrals

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Phone, office

Range: BEG (p. 51, para 2, line 5) END (p. 51, para 1, line 52)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Need to know people, mutual respect, whether they join or not. They'll help you.

2 - Not a waste of time talking to people who may help later.

3 - Want people to remember everything you tell them so that if something comes up later they'll call you. Things change.

RULE: 1 - Create mystery (using MO) -- then lay it on the line. Show benefits and motivate him to help you.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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III. COMMUNICATION PATTERNS

OVERVIEW: Talks about getting referrals from people who haven't joined, and those who decided no the first time but have changed their minds months later.
Describes benefits of getting someone else to join with them, i.e. promotion.

PREDICATE: Vis x Aud x Kin x Olf-Gus x Uns x Specific

ΣΥΝΤΑΞΙ/

SEMANTIC: I-R I-Q I-C I-A x I-E x P-C Oth

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	Assumes he still intends to join eventually.
		("Ready to join yet?")
	MO	Know someone who might...Takes pressure off of referring person, the friend may or may not be interested, not his responsibility. Also uses to create mystery.
	MR	Loosens kid up a bit.
		("You want a beer.")

<u>UNIQUE PATTERNS:</u>	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>

REPORT TYPE: PCW

I.D.: Coder 2 S A SEQ 30 CROSS-REF

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: C-POST

Worth your time -- you bet.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 31 CROSS-REF _____

Purpose: Follow-up on people who have been through basic training to make sure things

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP x M/A Oth

Setting: Office, phone, etc.

Range: BEG (p. 53, para 1, line 1) END (p. 56, para 1, line 8)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Helps to create a situation in the community where you're not just putting
kids in the Army, but really helping them out.

2 - Sales cycle is like a closed loop system and includes follow-up.

3 - Good to follow up with parents as well as kids.

4 - Things change in basic training and it's good to keep up so you can continue
to give accurate information to new applicants.

5 - When you follow up with kids after basic training they know you're really
concerned.

RULE: 1 - Close your loop, including follow-ups for the next recruiter who comes in.

2 - If there is a problem between a kid and his assignment or his former
recruiter, straighten it out.

3 - If you don't know everything about a program, put out the effort to find out
everything about it before you sell it.

4 - Nobody's perfect, so don't be afraid to admit to the applicant if you made a
mistake.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
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REPORT TYPE: PCW
I.D.: Coder 2 S A SEQ 31 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

PURPOSE: | haven't changed so much that what he is telling kids now is no longer
| accurate. Also talking to parents, and others about what has happened
| since enlistment.

BELIEF: | 6 - Important to set things up for the next recruiter in your position.
| 7 - Treat people badly and you'll blow it in the community.
| 8 - If a kid "throws you aside" because you made a mistake, you didn't
| have him anyway.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 37 CROSS-REF _____

Purpose: Maintaining motivation in closing

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo x H-O__ DEP__ F-UP__ M/A x Oth__

Setting: Office

Range: BEG (p. 69, para 3, line 15) END (p. 69, para 5, line 49)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Accepting the challenge of a "no" is important.

2 - Fear of rejection is probably always there -- but you can learn to accept it.

3 - Have to do differently than when you were growing up. No isn't final for a recruiter. Ask why, or you won't find out.

4 - A person may want to join at another time.

RULE: 1 - Learn to accept "no" and turn it around.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE:

PCW

I.D.:

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2

S

A

SEQ

36

CROSS-REF

DESCRIPTION

CONTINUATION

6 - If you're inventive you can always help and inform people.

7 - There are a million ways to approach anybody.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 36 CROSS-REF _____

Purpose: Prospecting rules

Cycle: Pros x Rep Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Open

Range: BEG (p. 66, para 6, line 23) END (p. 68, para 1, line 3)

II. COMMUNICATION STRATEGIES

- RELIEF:** 1 - Many people are afraid to get out and talk about the Army because they may say something wrong. Most people outside the service really don't know about it.
2 - If you think of everyone as possible, it will be easier.
3 - Just walking up and asking people to join will make you feel like you're invading their space -- even though you always are in a sense -- but that's the challenge.
4 - There's always something that could work.
5 - If you're inventive you have more avenues to try, to lead to a close.

- RULE:** 1 - Talk to as many people as you can. Don't be afraid to get out and do it.
2 - Use what you've gained, tell them what you know, however little it may be.
3 - Take what you need out of the recruiting course and use what applies, adapt it as needed.
4 - Make your own style.
5 - Don't be afraid to try new things -- be inventive. Make things up, try them all.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Pep talk at ARC regarding attitude

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E x P-C Oth

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	P with C-POST	You did well before, you can again (stated as question)

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 35 CROSS-REF _____

Purpose: Motivating yourself as a recruiter

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A x Oth__

Setting: ARC talk

Range: REG (p. 65, para 7, line 26) END (p. 66, para 4, line 21)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Recruiting is a complete change from the job they were doing before.

2 - There are ways you can use the job later.

3 - He thinks the job is fun -- but he thinks very few others would.

4 - Recruiters are out here to help people.

5 - You're going to take a lot of flack, no's.

RULE: 1 - Accept the challenge of recruiting.

2 - Look forward to the job, don't look at it as punishment.

3 - Believe in yourself.

4 - Keep on truckin', even when you get flack, let it bounce off of you.

5 - Believe the job can be accomplished.

6 - Maintain a positive attitude, enjoy what you're doing, have fun at it.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW

I.D.: Coder 2 S A SEQ 34 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	CD	Gives the kid a little relief and understanding ("I can see you're an individual...don't expect you to jump on the bandwagon.")
	C-POST with NEG-Q	Conditional close -- can you think of a reason why you wouldn't...
	PF	While you think about it, let's take the next step -- leads kid further into cycle.
	CD	Makes his work seem easy, more relief for kid, less complexity in processing. Sets up trial close. ("Only thing left to do...")
	P with R/S	Ready to make the decision. Moves into close. It's important so make the decision now. ("You've put thought into this...") ("Army puts a lot of money into this...")

III. COMMUNICATION PATTERNS

OVERVIEW: Describes the entire sales cycle from the point of view of the applicant, supplying his responses to what he thinks the kid is thinking.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E x P-C x Oth PF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	MO	Puts kid on the same spot as recruiter of having to demonstrate his abilities, also gets him to take the challenge and allow recruiter to sell him on his abilities. ("May be qualified...")
	R/S	Places emphasis on benefits available in terms the kid can understand. ("We're talking dinero here buddy...")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

REPORT TYPE: PCW
I.D.: Coder 2 S A SEQ 34 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF: 5 - They've been prepared since the phone call to tell you "no" but if you've done your job well in the interview, they'll have a hard time saying no, without making up an excuse -- provided he can make his own decisions.

6 - The kids think you may be lying to them, so that is always a reason for them to take some time.

7 - If you remind the kid he's under no obligation if they can't find him a job he wants, then he feels he's still in the driver's seat.

8 - If you offer the kid everything he wants and he doesn't fulfill his part of the bargain, by joining, he's going to feel guilty and you'll hear from him in a couple of days.

9 - If he goes along with it, he'll feel it's over with, he's in the Army now, and he got what he wanted.

10 - When he gets thanks, that means more than anything else.

RULE: 6 - When presenting the GI Bill, say \$10,800, not ten grand, it sounds more impressive that way.

7 - At closing, remind the kid he's under no obligation to join if they don't have what he wants at processing. Resell benefits at this time as well.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 34 CROSS-REF _____

Purpose: _____

Cycle: Pros x Rep x Qual N&I FEBA x Clo x H-O x DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 61, para 4, line 29) END (p. 65, para 1, line 7)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Going in is a big step for most kids.

2 - Very few kids actually think they are going to enlist when they go in for the appointment.

3 - Kids have heard lots about the Army -- they want to be shown how it really is.

4 - When you get to talk to kids, about what they are interested in, they think "maybe these guys aren't little soldiers marching around all the time ... they're individuals."

RULE: 1 - Keep the interview low key, so it isn't so frightening.

2 - Talk about whatever he wants to talk about, from fishing to the last math test he took.

3 - Give them time to think about joining, but offer them the test, etc. to see if they're qualified.

4 - After test, always congratulate them on how well they did. Make him feel good about what he'd done.

5 - Don't lie to him, tell him what he's qualified for.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S A SEQ 33 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

PURPOSE: around problems getting a particular job, and maintain motivation for
yourself and the kids.

BELIEF: 5 - If you push kids through too fast you can run into two problems:
first, it "coming back and biting you," second, DEP loss.
6 - If you find something else a kid will be happy with, if he can't
get exactly what he wants, then you have covered yourself later if he
comes back and complains.
7 - think of the cycle as five weeks. Most recruiters mistakenly don't
do that, and feel they haven't done something right. Have to allow time
for people to go through the processing cycle.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 33 CROSS-REF _____

Purpose: Handling making mission in the context of his style. How to be careful, work

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A x Oth

Setting: N/A

Range: BEG (p. 58, para 3, line 43) END (p. 61, para 2, line 22)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Once mission is made, the number is behind him.

2 - My job: put people in the Army, or help them get in the Army -- making mission means it's done.

3 - Not having mission made near the end of the month is like having a person with a cattle prod behind you hitting you in the middle of the back -- a sense of urgency.

4 - You don't need people from the chain of command calling you to remind you that you haven't made mission yet -- you know.

RULE: 1 - As long as mission is made, stay on an even keel.

2 - Work on the concept that you're going to make mission by the third week of the month. Feasible if you start two weeks ahead of the beginning of the month.

3 - At the end, if you haven't made it, that's when you start to push. Not so hard that they walk away from you though. If you push too hard you can lose them.

4 - Ask if there is anything else a kid might be interested in that he would be happy with, in case he can't get exactly what he wants.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW

I.D.: Coder 2 S A SEQ 32 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: C-POST with P	Instructional, make a decision, or I'll teach you. The decision is presupposed to be enlistment. ("Are you the type...make a decision and stick with it?")

III. COMMUNICATION PATTERNS

OVERVIEW: Lots of information on closing, starting with his attitudes on motivation for himself, mission, etc. How to speed kids up when you need them to enlist -- motivation strategies for the kids. Uses M-4 of first, second, third gear to describe his shifts in speed working with the different kids to get them in, meet their needs, and make mission all at the same time. The closer to the end of the month, if he hasn't made it, the faster he works, the more he pushes the kids -- but he seldom has to go through that.

PREDICATE: Vis And x Kin Olf-Gus Uns Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E x P-C x Oth S-CON

COMMON PATTERNS:		TECHNICAL RESULT OR OUTCOME	
PATTERN OPERATOR			
P	Two choice closes. ("Let's get together") maintains rapport at closing. ("I'll have your paper work ready") assumes you'll go. ("That's good enough for me...") -- it might not be for others, but I must trust you, i.e., we are working together.		
S-CON with MO, P	Motivator: if you wait you might not get the job. Creates the illusion of choice.		
CE	("If I give you a week to think it over will you join?")		
	("We have to do it now, you gotta go now.") -- Motivator.		
PATTERN OPERATOR		TECHNICAL RESULT OR OUTCOME	
UNIQUE PATTERNS:		EXAMPLE	

REPORT TYPE: _____ PCW
I.D.: Coder 2 S A SEQ 32 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

6 - The majority of the time he has made mission early, so he doesn't
have to rush at the end of the month.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 32 CROSS-REF _____

Purpose: Methods and beliefs about closing, handling procrastination, motivating Ps, etc.

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: Phone, office

Range: BEG (p. 56, para 3, line 12) END (p. 58, para 1, line 40)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - More important to stay in your best sequence than to make mission. Sequence leads to making mission.
2 - You'll have days when you accomplish nothing, but it's okay.
3 - If you just worry about the number (mission) you lose yourself, and don't pay attention to your applicants.
4 - You'll notice the number near the end of the month if you haven't made it yet.
5 - You can get everyone to move at the same speed you move, i.e. applicants can be sped up at the end of the month if you need to get them in.

RULE: 1 - "I shall enlist no person before his time."
2 - You have to treat those kids with kid gloves.
3 - Get everything done with a kid before you send him to the MEPS.
4 - Keep a solid work pattern going.
5 - Use down days, where you aren't accomplishing much, to do paperwork and other office routine.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW

I.D.: Coder 2 S A SEQ 31 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: AS with R/S, RE-D	Uses reality and humor to ease a tense situation. ("Have you ever made a mistake...?")

III. COMMUNICATION PATTERNS

OVERVIEW: Long description of different facets of follow-up. Includes handling problems for someone who didn't get what he was promised. Also, the importance of making sure you do a good follow-up to close your loop for the next recruiter who comes through. Includes examples of straightening out problems with other stations and recruiters, as well as talking to parents.

PREDICATE: Vis x And x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C x Oth YB-CON, S-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	Eases families' contact with him about boot camp with humor, acknowledging the difficulties of boot camp at the same time. ("Written any hate mail...")
	YB-CON	In case he told kid something that has changed and was different for the kid, he acknowledges the problem and attempts to rectify it by gaining more knowledge -- shows concern.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	S-CON	Wants straight information from the old Army recruiter regardless of what it was, so he can solve the problem. ("If you lied I want to know...")	54(1,27-32)
	RE-D	Let's people at unit where kid is complaining know that the kid sounds wrong, but he really isn't. ("He's not crazy...")	

III. COMMUNICATION PATTERNS

OVERVIEW:

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C x Oth__

COMMON PATTERN OPERATOR

PATTERNS: C-EX

TECHNICAL RESULT OR OUTCOME

Not ready to join now -- let's find a time when you will be -- allows for the possibility.

UNIQUE PATTERN OPERATOR

PATTERNS:

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 38 CROSS-REF _____

Purpose: M/A rules and beliefs

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: N/A

Range: BEG (p. 71, para 4, line 9) END (p. 75, para 1, line 16)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You challenge yourself by giving yourself time frames and goals.

2 - If you make your goal ahead of time, you can take a break.

3 - Not realistic to get too specific on types of people, just go for quality.

4 - Set a goal above mission, e.g. four for a mission of two is realistic.

5 - People, i.e. First Sergeant, calling you down for not making mission, are stupid.

6 - If you get off track, you'll find yourself doing meaningless things that won't help you make mission.

RULE: 1 - Program yourself out with times and goals. Keep yourself buffer time (and prospect), as well.

2 - Don't hold someone so long you lose them.

3 - If you don't make your goal, don't let it bring you down. Be satisfied with what you do, as long as you're doing everything you can do.

4 - Looks back on the month and evaluates each prospect. If he didn't make it, he puts it behind him and looks forward to next month.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S A SEQ 39 CROSS-REF _____

Purpose: Understanding who to prospect

Cycle: Pros x Rep Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: All over

Range: BEG (p. 76 , para 2 , line 2) END (p. 76 , para 6 , line 33)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You can have a large volume of people who are absolutely worthless to you.

2 - You need to get the right types of people.

3 - People with no sense of urgency are worthless to you. They think, "Why would I need to do that right now?"

4 - It doesn't hurt to hang out with sophomores because in the long run it will pay off for you.

5 - Spend most of your time with people who need to plan out their futures.

RULE: 1 - Put yourself in the job market of people that can move now: HS grads, college people, seniors, people that can make a decision.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL ENDING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: **Coder** 2 **S** **A** **REQ** 40 **CROSS-REF**

Purpose: Motivation strategies

Cycle: Pros Rep Qual N&I FEBA Clo H-D DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 77 , para 3 , line 6) END (p. 81 , para 3 , line 13)

II. COMMUNICATION STRATEGIES

BEKINF:1 - If you have been having problems making mission, you may need help from a station commander. Look back on how far through the cycle people have been getting.

2 - Physical disqualification is beyond you to a certain degree.

3 - QNE's may have something to do with how you ~~are~~ talking to people.

4 - Being on the right rack involves being inventive.

RULE: 1 - If you can't figure out what the problem is, call for help.

2 - If you have a system that worked, but it just failed two months in a row, you may have to change it all around.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S A SEQ 40 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 5 - If I use several thing that don't work, I know I'm dealing with an individual case with this person. If my new technique works with a couple more people, though, I can adapt it into my sales presentation.
6 - Keeping on the right track can be a big challenge by itself.
7 - HOC: 1) Right track, 2)Realistic goals, 3) When to ask for help, 4) Accepting the challenge, 5) Being inventive. These are all tied together.
8 - Everyone will need help eventually. It can be too late if you wait, ask for it.
9 - If nothing is "clicking," see yourself near the end of the month, sit back and say nothing is working -- time for help (all senses involved).

PROTOCOL LOG

Coder : _____

Subject: B

[illegible]

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 1 CROSS-REF _____

Purpose: M/A beliefs

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A x Oth__

Setting: _____

Range: BEG (p. 1, para 12, line 37) END (p. 2, para 9, line 24)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You know your mission ahead of time, so once you make it you can put it

behind you, relax, and go for some over production.

2 - Importance of job is to keep up the strength of the Army.

3 - Making the job fun makes him happy at it.

RULE: _____

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 2 CROSS-REF _____

Purpose: Procedures about prospecting, using DEPs, and making it all fun

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A x Oth

Setting: _____

Range: BEG (p. 3, para 7, line 26) END (p. 5, para 5, line 24)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Happiness comes from helping people, and it makes you work better.

2 - DEPs have to earn their money, too. Help with referrals, meeting people (beach trips in Winnebago).

3 - Satisfaction comes from seeing DEPs go in at higher rank, with rewards.

4 - If you go into stores regularly, at the same day and time, people will get used to it, and start to refer people to you, knowing you'll be there.

5 - Walk-ins are usually not qualified, so waiting around for them in the office won't help.

RULE: 1 - Don't sit around the office all day — canvas.

2 - To increase the chances for success, split up the day: grad lists, tests in the morning, call seniors, or catch them out, afternoons. Set RPI rack on top of car at basketball courts, parks, etc.

3 - Make the job interesting or you'll fail.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: _____ PCW
I.D.: Coder 2 S B SEQ 2 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 6 - A lot of newly drafted recruiters don't have the sense of challenge
-- they need it to succeed.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 3 CROSS-REF _____

Purpose: Handling problems with using the phone

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: Office, phone

Range: BEG (p. 5, para 11, line 42) END (p. 6, para 2, line 19)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You can only talk on the phone for so long, then you get tired of it.

RULE: 1 - Schedule times and breaks for the phone.

2 - Move, change positions, even talking on the phone, and notice the differences in tone and attitude.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 4 CROSS-REF _____

Purpose: Establishing rapport and finding dominant buying motive, in prospecting

Cycle: Pros x Rap x Qual N&I x FEBA Clo H-O DEP F-UP M/A Oth

Setting: Office, area canvassing

Range: BEG (p. 7, para 10, line 31) .END (p. 9, para 10, line 32)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Steps in the sales cycle: find the dominant buying motive, concentrate on it. Don't worry about all the other steps.

2 - The guy will tell you what he's interested in while you're establishing rapport. If you're listening, he's going to tell you.

3 - When someone first walks in they're going to be tense. You can watch them relax, listen for voice tone changes, watch eyes light up, more eye contact, watch body language.

RULE: 1 - Stress the dominant buying motive, avoid other areas where there could be problems.

2 - Once you have satisfied the dbm, close.

3 - Make the guy feel confident, make him feel you're interested in him joke with him, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE:

I.D.: Coder 2 S B SEQ 4 CROSS-REF

DESCRIPTION**CONTINUATION**

4 - At first people will be reluctant to talk to you. When they talk, ask questions, that's a sign of rapport.

III. COMMUNICATION PATTERNS

OVERVIEW: Discusses finding dbm, establishing rapport, etc.

PREDICATE: Vis x Aud x Kin Olf-Gus Uns Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C Oth

COMMON

PATTERNS: P

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

Assumes there is something else kid is interested in.
Forces kid to either come up with something else, or
concentrate on that.

UNIQUE

PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 5 CROSS-REF _____

Purpose: Determining N & I

Cycle: Pros__ Rap__ Qual__ N&I x FEBA x Clo x H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: BEG (p. 11, para 2, line 2) END (p. 11, para 14, line 39)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The only way you're going to find out N & I is to ask fact finding questions.

2 - Present the most important interest last because that is the one they'll remember best.

RULE: 1 - Find out which thing is most important to them by going down a list of things and asking them to pick the three most important. Then do presentations on the three, with the most important last. Then close.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 6 CROSS-REF _____

Purpose: FEBA and closing procedures

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA x Clo x H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: BEG (p. 12, para 2, line 4) END (p. 12, para 8, line 34)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - Show him facts (pictures in the sales book), show him the benefits, then
close.
2 - If kid says he doesn't need to look at the book, he'll just close on him then.
3 - Asks if he's ready to enlist, never "go down and take the physical, take the
test."

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 7 CROSS-REF _____

Purpose: Handling objections, and avoiding them to begin with

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 12, para 10, line 38) END (p. 13, para 14, line 28)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Kids will usually say no to "are you ready to be all you can be in the United States Army."

2 - Not scared of a "no" — will very seldom accept a no.

3 - If you wait several days after a kid says no, he'll have a different outlook.

4 - Asking kid what information to give him gives the kid the control (probably illusory).

RULE: 1 - If a kid says no, and he sees where he can't get anywhere with him then, he'll wait 2 or 3 days and "accidentally" stop by the kid's house.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Handling a "no" and being persistent.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth___

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	P	Presupposes kid needs more information if he says no. ("What is it you're not sure about, what is it you want to know?")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 8 CROSS-REF _____

Purpose: Giving the applicant the sense of control

Cycle: Pros Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A Cth

Setting: Office, at desk; outside of office as well

Range: BEG (p. 13, para 16, line 32) END (p. 15, para 3, line 17)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you give the kid your seat, he'll feel in control, confident, and he'll give you more information — everything you need. Giving him the JOIN Machine keyboard does the same. Giving him sales book also.

2 - If a recruiter has been having trouble with a sale, give the kid to another recruiter and go through the role reversal of seats, JOIN, etc.

3 - This is a big step in a guy's life — giving him the keyboard makes it easier for him.

RULE: 1 - Out in the field, just let them talk as long as they want — they'll let you know when they're ready for interview.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.					
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3.					
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REPORT TYPE: PCW
I.D.: Coder 2 S B SEQ 8 CROSS-REF

BLOCK DESCRIPTION	CONTINUATION
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BELIEF: 4 - Believes he sells himself and his experiences in the Army, travel,
how happy he is, etc.

5 - If you don't sell yourself, you can't sell the Army.

III. COMMUNICATION PATTERNS

OVERVIEW: Interesting use of rep systems in his description of role reversal with kid.
The equivalent of CRI and presuppositions in language.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth_____

**COMMON
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

**UNIQUE
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 9 CROSS-REF _____

Purpose: Attitude about job and treating others

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 15, para 9, line 35) END (p. 16, para 5, line 23)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Recruiters are in the Army, volunteers, even if not into recruiting — it's a job that has to be done. If you get that into your head, you'll be happy as a recruiter.

2 - If people see you complaining, pissed off, they're going to have that opinion of the Army.

RULE: 1 - Attitude: smile at people when you talk to them, look them in they eye, be polite, carry yourself in a military way.

2 - Treat people as people, not just someone to put in the Army, when prospecting.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 10 CROSS-REF _____

Purpose: Listening, not just hearing

Cycle: Pros__ Rap__ Qual__ N&I x FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: _____

Range: BEG (p. 17, para 1, line 1) END (p. 17, para 7, line 35)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A lot of times people will say things a recruiter won't really hear because he isn't really listening. Only picking up what he wants to hear.

2 - A lot of recruiters would rather talk than listen, but it's important to listen.

3 - Listening is not just hearing. You can "hear feelings."

RULE: 1 - If a kid strays from one topic to another, you need to pick up on it.

2 - He would interrupt a recruiter who was missing the point as in 1, and get on the same track as the kid.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 11 CROSS-REF _____

Purpose: FEBA, difference between facts and evidence

Cycle: Pros Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 18, para 4, line 19) END (p. 18, para 12, line 40)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Facts are different from benefits.

RULE: 1 - Give facts and benefits at the same time, but they are different steps.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW:

PREDICATE: Vis__ Aud__ Kin x Olf-Gus__ Uns x Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C x Oth__

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	M-4	Shows difference between facts and benefits.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 12 CROSS-REF _____

Purpose: Ways of closing and handling objections

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo x H-O x DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: BEG (p. 19, para 1, line 1) END (p. 20, para 6, line 26)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If after FEBA kids still object, something is wrong. One of us isn't listening.

2 - Believes he's never had the problem of a kid not understanding him.

3 - Knows when they sit in his chair whether they're going to go or not (they're going to when they sit in the chair?).

RULE: 1 - If there are still objections after FEBA, go back and find out what you left out.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Discusses objections, lack of good communication/understanding, how he knows
if a kid is going to go, how to handle a particular objection: parent
wanting kid to finish school first.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A I-E P-C x Oth

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	CRI with INT	Challenges kid to make his own decision, satisfy himself, not his mother. Clarifies who kid is satisfying.
	A-OUT	Says kid won't do as well in school if he is there only to satisfy mom. Satisfy her better by going later.
	RE-D	Same as above: "Are you the man of the house, or your wife?"
	CRI	Same as above, uses self as example.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 13 CROSS-REF _____

Purpose: Prospecting strategies

Cycle: Pros x Rep Qual MLI FEBA Clo B-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 21, para 6, line 21) END (p. 23, para 7, line 41)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A person can get a mental image of you over the phone from your voice. He'll know if you're really interested or just trying to get the appointment.
2 - When he moved around while talking on the phone, looked out the window, he projected more energy over the phone, the kids at the other end responded better.
3 - Part of being successful is probably being a little weird — experimenting, trying everything. Others probably can't see themselves doing these things.
4 - Older people are worth approaching because they may have nephews, sons, etc. to refer.

RULE: 1 - Experiment all the time.
2 - Stop people anywhere to talk.
3 - Have to sit down and look at the area you're working to decide where to prospect.
4 - Go anywhere you can get exposure.
5 - Don't cold call until you're tired of calling. After a certain number of no's get away from the phone for a while.
6 - Get the calls out of the way in the morning, then later in the evening.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Talks about changing his position, where he was sitting, looking, etc. when talking on the phone, and how it helped to experiment with different ones — and the different level of effectiveness.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth_____

**COMMON
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

**UNIQUE
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 14 CROSS-REF _____

Purpose: Handling DEPs

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP x F-UP__ M/A__ Oth__

Setting: _____

Range: BEG (p. 23, para 9, line 45) END (p. 25, para 9, line 32)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Doesn't know how to lose DEPs — knows how to keep them.

2 - If you don't go to see them you could miss important information — the phone isn't enough.

3 - Getting out with your DEPs in public gives you and them good exposure, helps with referrals.

4 - Seeing DEPs in groups, and individually, are both important.

RULE: 1 - Get to know DEPs well.

2 - Keep track of them from the start.

3 - Treat them as friends or co-workers.

4 - Take them out for a hamburger, spend time with them, do things with them.

5 - Actually go to see them.

6 - Have DEPs help refine high school list, make some phone calls, etc.

7 - Talk with parents.

8 - Actually tries to enlist on the beach, or wherever he is with DEPs.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PCW

I.D.: Coder 2 S B SEQ 14 CROSS-REF

DESCRIPTION

CONTINUATION

9 - Necessary to get DEPs together in a group -- teaches some military courtesy, training, etc.

III. COMMUNICATION PATTERNS

OVERVIEW: Strategies for handling DEPs. Getting in the Winnebago and hitting the beach,
helping with phoning, refining lists, etc.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/
SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth_____

COMMON PATTERNS:	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 15 CROSS-REF _____

Purpose: Follow-up contacts

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP_x M/A__ Oth__

Setting:

Range: BEG (p. 25, para 11, line 35) END (p. 26, para 4, line 40)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - Have to make sure kids are happy after they go in or they can come back and "put the bad word out" on you in the community.

2 - If you keep track, you can at least know what is happening and handle any problems that come up. May have to call his DI.

3 - Often forget things that are useful, but they pop back up when you need them.

RULE: 1 - Keep contact with family after DEP goes in. Find out how he's doing.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL LOG

Coder: 2

Subject: C

[illegible]

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 1 CROSS-REF _____

Purpose: M/A

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP x F-UP__ M/A x Oth__

Setting: _____

Range: BEG (p. 1, para 2, line 1) END (p. 3, para 6, line 33)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The most important thing about recruiting is motivation, 90% of the sale —
going to rub off on the applicant.

2 - Motivation lies in leadership — if your leader doesn't give a damn, why
should you.

3 - If you are proud of the Army, recruiting is not a problem. That's what the
kid is looking for.

4 - DEPs can give you a sure referral a lot of the time — that gets you up if
you've been down.

RULE: 1 - You have to look forward to sitting down with a kid and telling him about the
Army.

2 - If you haven't made it by the 15th, start looking for what the problem is.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S C SEQ 1 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

5 - Little things DEPs earn, like t-shirts, mean a lot to the kids,
that's motivation for them -- that motivates me.

6 - Recruiters need to be motivated. Drill sergeants are the most
motivated people you're going to meet. This starts an Army career.
DEPs start to idolize their recruiter.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 2 CROSS-REF _____

Purpose: M/A

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A x Oth__

Setting: _____

Range: BEG (p. 7, para 5, line 22) END (p. 7, para 9, line 46)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You have to have an experienced NCO. He should keep people going.

2 - Don't be afraid to ask your NCO for help or you're just ripping yourself off.

RULE: 1 - Don't turn anything down. Take challenges. Control the fear.

2 - Get a good guy and model yourself after him.

3 - Get into those books, be willing to learn.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 3 CROSS-REF _____

Purpose: Closing and H-O principles

Cycle: Pros Rap Qual N&I FEBA Clo x H-O x DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 10, para 2, line 7) END (p. 11, para 3, line 23)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You may not get exactly what you want first time around, but if you re-enlist
you can get just about anything.

2 - Trial close is not important.

3 - You want kids to feel they are a part of the interview, almost in control of
it. That's really important.

3 - Everyone has a bad image of a recruiter. You have to overcome that, the key
is to care about them.

RULE: 1. Tell kids that if they get to MEPS and can't get what they want, don't go.
2. Let kid know he is in control, and that he's trying to make decisions at the
same time.
3. Help him make the decision, but let him think he made it on his own.
4. You have to think of the other people involved in the sale, parents, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S C SEQ 3 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

BELIEF:

4 - Recruiters can get hung up on objectives and forget about what the
kid wants. You're going to lose him because starts sensing you only
want your quota.

5 - There are lots of people involved in the sale, family, friends, etc.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 4 CROSS-REF _____

Purpose: DEP prospecting

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: _____

Range: BEG (p. 11, para 5, line 25) END (p. 12, para 2, line 22)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You don't have to ask for referrals from DEPs — they know about the promotions, etc., they'll give them to you.

2 - DEP program forces kids to finish school. Actually makes it easier on the kids.

3 - Asks kids to call him by his first name, but they don't out of respect.

4 - Believes he gets about 2 appointments out of 10 calls.

RULE: 1 - Spend a lot of time in the schools.

2 - You have to talk to the kids about their problems, talk to their friends.

3 - Give them a sense of being in the military. You're ripping the kid off if you don't. Prepare kid for basic, start telling him what to do.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW:

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth FP-CON, S-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	P with FP-CON	Tells kid date by which he wants referrals, motivation. "We" maintains and strengthens rapport and motivation. ("We're going to get you promoted...")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:	S-CON	Tells kid if he doesn't fulfill his part, he'll be discharged. Forces kid to finish school to protect his interests.	11 (8,36-43)

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 5 CROSS-REF _____

Purpose: Prospecting with school counselors, teachers, etc.

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Schools

Range: BEG (p. 12, para 4, line 27) END (p. 14, para 10, line 38)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Gets a lot of referrals from h.s. counselors.

2 - Counselors want small favors.

3 - When you bring counselors gifts, book covers etc., they feel obligated.

4 - Most recruiters waste time by calling all seniors cold, when they could get information from counselors and save time.

5 - Most of the teachers (in his area) were in the military, educated through GI Bill — it helps.

RULE: 1 - Ask career counselors what seniors are planning.

2 - Give classes, lectures, in school.

3 - You have to have an effective ASVAB program, for time management.

4 - Spend time, lunch, joking, with teachers. It means a lot to them.

5 - When something doesn't work, find an alternative.

6 - You have to show students that you are interested in more than just getting them in the Army — show what the ASVAB is for, aptitude in certain areas.

7 - Start with key people, class president first, football star, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE:

PCW

I.D.: Coder 2 S C SEQ 5 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

6 - Recruiter needs to find his personality and relate it to the job.

The same thing doesn't work for everybody.

7 - A lot of students think you, and ASVAB, are only aimed at getting them in the Army.

8 - If you get the key kids involved, others will follow because of peer pressure. Key kids will talk to you because they don't want others to think they're afraid.

9 - Parents of kids, kids coming back after basic, do a lot of recruiting for him.

RULE:

8 - Use yearbooks, school papers, etc. and cold call from there. After football game, call most valuable player Saturday night.

9 - Take kids just back from basic, over to the high school.

III. COMMUNICATION PATTERNS

OVERVIEW: Talks about methods and attitudes with counselors, teachers, students. Had no publicity for ASVAB — had to go to the school and start talking to kids about what it was really for. Increased testing greatly.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth___

COMMON
PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

UNIQUE
PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 6 CROSS-REF _____

Purpose: H-O, competition with other services (Air Force esp.)

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA x Clo__ H-O x DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: BEG (p. 14, para 11, line 39) END (p. 15, para 4, line 45)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Air Force easy to overcome because his father did 20 years in the Air Force and retired an E-5. Selection really slow. Took him 3 years in the Army to make E-5.

2 - Using yourself as an example really helps the kid.

3 - If you spend the time to tell the kid everything he'll need to get the job and that if he can't get it not to go, he'll probably go anyway because he feels obligated to you for taking the time with him. He'll tell his friends you told him that as well.

RULE: 1 - You can't promise the kid a specific job. He'll go looking for it. If he finds out you lied, you've lost the contract. Tell him you can't talk about specific jobs.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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III. COMMUNICATION PATTERNS

OVERVIEW: Gives example of talking to parent when calling for kid and kid isn't home.
Gets parent interested first — "are you familiar with the Army college fund..."

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C___ Oth_____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	AWARE	Allows him to give info on college fund to parent

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 14 CROSS-REF _____

Purpose: Planning schedule, prospecting

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 24, para 3, line 28) END (p. 25, para 7, line 49)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Contact kids at least three times if they missed an appointment — too many possible reasons to ignore.

2 - If you can get parent interested, e.g. in college fund, kid will call you back.

3 - You get about 25% of kids you contact.

4 - Average high school senior probably changes his mind about 4 times in the course of the school year.

5 - As soon as you hit the right senior, others will follow because of the peer pressure.

RULE: 1 - Schedule grad appointments from 11-lunch. Paperwork after lunch. Call seniors after school (30% by the end of September).

2 - If kid's not home and he gets parent, puts a bug in their ear about the college fund.

3 - Key is to say you're interested in enhancing kids future — parent thinks you want to help.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 13 CROSS-REF _____

Purpose: What's covered in first appointment

Cycle: Pros x Rap Qual N&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: First appointment

Range: BEG (p. 23, para 7, line 25) END (p. 24, para 1, line 25)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you stay with the sheet listing things, you won't miss too many things.

2 - Most recruiters will have a kid come into the office first because they are
afraid to get out of their own environment.

3 - House calls are best because you can sell parents and kid will go along.
Parents understand VA benefits, etc., will really help out once they're sold.

RULE: 1 - Uses sheet provided by the Army that lists important points.

2 - Suggests they take ASVAB in school if it's available — if not he offers to
test them and set up next appointment.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 12 CROSS-REF _____

Purpose: Rules and principles of canvassing, selling appointments, etc.

Cycle: Pros x Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Canvassing mostly

Range: BEG (p. 22, para 5, line 40) END (p. 23, para 5, line 22)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - People who work in fast food places have low standards.

2 - Army can offer kid \$574/mo. vs. 250-300 in fast food — gives recruiter leverage.

3 - Fast food place is a neutral ground, good place to start before bringing the kid into station.

4 - Trying to get commitment on the first appointment causes a pressure sale. Turns people off.

RULE: 1 - When area canvassing, never go out into an area unless you have a set place to go.

2 - Usually just drop a card in those fast food places — the kids usually call back.

3 - Holds all appointments in fast food places. Usually schedule follow-up appointment in station.

4 - Just make contact initially. Offer 2 choices for first appointment, either home or neutral place/fast food.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Mostly time management strategies, planning. Last sentence is a good challenge when prospecting in fast food places — see below.

PREDICATE: Vis___ And___ Kin___ Olf-Gns___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth_____

COMMON	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
PATTERNS:	P	Challenge — presupposes choice, i.e. the Army ("Is this what you want to do for the rest of your life?")

UNIQUE	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 11 CROSS-REF _____

Purpose: More self-motivation strategies and incentives

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 20, para 7, line 34) END (p. 22, para 1, line 32)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Knows he's done a good job when he gets his gold badge.

2 - You should exercise because it helps you keep your mind clear.

3 - In recruiting you can control your own destiny — make it or fail.

4 - Little rewards, time off, etc. help out.

5 - Biggest thing about time management is to make a plan and stick to it.

RULE: 1 - Stick to your time management plan. Plan a week out.

2 - Start your planning with DEPs.

3 - Canvas a little if you're going to be out.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Talks about several ways of challenging kid and pointing out that the Army isn't easy.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q x I-C___ I-A x I-E___ P-C___ Oth_____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	P with AWARE	Creates impression that making it in the Army is tough to challenge kid.
	CEQ	Average enlistment in Army is about a year of college — challenge.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 10 CROSS-REF _____

Purpose: Creating challenge for the kid and Pre-Q

Cycle: Pros__ Rap_x Qual_x N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: BEG (p. 19, para 7, line 47) END (p. 20, para 3, line 17)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Challenging the kid makes him open to wanting to get in and prove himself.

Saves the recruiter's time explaining.

2 - "The Army is still overcoming that foxhole image." A lot of kids still think anyone can get in.

RULE: 1 - Point out the difficulty of getting in the Army and making it.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes ways of gaining rapport and opinions. In MO example he softens by combining MO's with unspecified verbs.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R x I-Q x I-C___ I-A___ I-E___ P-C___ Oth_____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	MO with UV	To prevent discouragement later if kid is disqualified, and to keep up interest and curiosity. Softening.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

REPORT TYPE: _____ PCW
I.D.: Coder 2 S C SEQ 9 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

5 - Kids can't handle titles because they have no experience with
regimentation. Makes them on guard.

6 - If kids find out their friends have joined, by seeing them on the
picture board, it makes them curious and they want to be a part of it.
Creates challenge.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 9 CROSS-REF _____

Purpose: Importance of rapport

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 18, para 7, line 40) END (p. 19, para 5, line 45)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Always establish rapport first. It's degrading to just walk into an office and have questions asked before rapport. People want you to sit down and explain things to them, even if they are disqualified.

2 - The rapport will make the guy tell you what you need to know about qualifications.

3 - Everything has to be geared toward caring.

4 - Difference between rapport and caring is a thin line.

RULE: 1 - First thing is to eliminate the title. Use names.

2 - Stop kids in front of picture board to see if they know kids who have joined.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 8 CROSS-REF _____

Purpose: FEBA, N & I, and avoiding QNE's

Cycle: Pros__ Rap__ Qual__ N&I x FEBA x Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: BEG (p. 17, para 7, line 38) END (p. 18, para 5, line 36)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If a kid knows you're trying to fulfill your needs and not his, you're liable to get a QNE. QNE's are the responsibility of the recruiter.

2 - SMAATTRESS is damn good because some of the things in it the kid probably thought he couldn't have. Helps to find hidden wants.

RULE: 1 - Use SMAATTRESS for more than identifying his first three interests.

2 - You have to use that line: "Now why is that important to you?"

3 - You have to keep asking, play the little game — which 2 out of 3 — to find which are most important.

4 - Take your time with the SMAATTRESS.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Talks about painting pictures for kids. Does nice fantasy using all rep systems, smds, etc. Talks about using JOIN, pitfalls

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific x

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E x P-C Oth FP-CON

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: P	Uses we to create/maintain rapport/teamwork
AWARE with C-POST	Sets up selling benefits of college fund, GI Bill ("Do you know why most kids don't complete college?")
FP-CON	Creates fantasy of kid having new truck, partying, impressing his friends, etc.

UNIQUE PATTERNS:	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>

REPORT TYPE: _____ PCW
I.D.: Coder 2 S C SEQ 7 CROSS-REF _____

BLOCK

DESCRIPTION CONTINUATION

BELIEF:

5 - Should have a book, class, on how to paint pictures for kids.

6 - If he tells a kid he is going to get a \$5000 bonus for going in, he won't worry about the job he's going to get. He's thinking about buying a car/truck.

7 - JOIN puts the kid in a position of wanting to ask the recruiter to tell him more about what he has seen.

8 - You can't be satisfied with commitment on one aspect of JOIN, because it could fail later and kid will have already made up his mind not to go because you failed to sell him the first time.

9 - You have to sell the kid the first time.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 7 CROSS-REF _____

Purpose: Principles of N & I, FEBA, and closing

Cycle: Pros__ Rap__ Qual__ N&I x FEBA x Clo x H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: BEG (p. 14, para 6, line 48) END (p. 17, para 5, line 36)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Doesn't believe he has a problem with sales. Enlists about 77% of the people he talks to.

2 - Many recruiters are afraid to ask for a commitment — leads to a large ONE rate.

3 - Kids need to know why they should join, what they'll get out of an enlistment. Most recruiters don't know how to paint that picture.

4 - Most kids don't finish college because of money problems. Army can take care of those.

RULE: 1 - Constantly asks, "is that what you want?" to be sure of kid's interest.

2 - Use the Join as a starting point, elaborating on each subject. Show them all.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 15 CROSS-REF _____

Purpose: Ways of handling a P who didn't do well on test, limited options, etc.

Cycle: Pros__ Rap_x Qual__ N&I_x FEBA_x Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: BEG (p. 27, para 3, line 9) END (p. 28, para 1, line 3)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Once you've enlisted, achieved a bit of rank, you can move into the job you want.

RULE: _____

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes kid with limited options because of test scores. Suggested kid do what he did, join now, get the job you want after achieving something in the service. Describes how he gained rapport by taking an interest in the kids VW.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth_____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	MF	Sets larger framework than job, refocuses kid on goals
	M-4	Uses self as an example to show kid ways to get what he wants

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 16 CROSS-REF _____

Purpose: Handling someone with prior service experience

Cycle: Pros__ Rap__ Qual__ N&I x FEBA x Clo__ E-O x DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: BEG (p. 28, para 5, line 11) END (p. 29, para 3, line 11)

II. COMMUNICATION STRATEGIES

- BELIEF:** 1 - Someone with prior experience in the military can disagree with things you offer based on their own personal experience.
- 2 - Always a doubt in his mind about whether or not the person believes in him.
- 3 - The JOIN can be used to reprogram the thinking of a prior service kid because a lot has changed.
- 4 - One bad experience in the military is going to cause him to be withdrawn.
- 5 - They always want to talk jobs.
- 6 - They have a lot of objections. They are the worst kind of applicant.

- RULE:** 1 - If prior service candidate tells you about past problems, point out changes that have happened.
- 2 - Use the JOIN to reprogram the guy from what his experiences were.
- 3 - A kid without prior service just needs to be made to understand the benefits.
- _____
- _____
- _____
- _____

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S C SEQ 16 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

7 - A young kid, in contrast, has no concept of what the job is like --
just get them to understand the benefits.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 17 CROSS-REF _____

Purpose: Different approaches to different people/categories

Cycle: Pros Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 29, para 4, line 12) END (p. 31, para 2, line 25)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Use different approaches for different people/categories.

2 - 3A's dbm is going to be education.

3 - If kid picks 5 areas of interest, the computer should have a least one available.

4 - The average college student coming in doesn't want to go to school right then. He wants the money for later.

5 - A Cat 1 can get anything he wants. They're easier to sell. They're self centered and very obnoxious.

RULE: 1 - Stress education with a 3A.

2 - Decide what to sell based on the kids answers.

3 - Ask them to pick 5 different things they would be interested in doing.

4 - Tell a Cat 1 he can pretty much have whatever he wants.

5 - Let the Cat 1's and 2's think the world of themselves.

6 - Never make a crack at another service. Just sell the shorter enlistment times.

7 - Stress strength of Army contract, let kids know you're not going to turn around and screw them.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S C SEQ 17 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

6 - Cat 1 usually looking for adventure because usually they've led a life of studying. They want to get away from it, to vary, let go.

7 - People will compare the services and usually go for the shorter contract.

8 - The Army guarantee is the strongest. Air Force doesn't have open contracts, so Army offers more chance to get what you wanted.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 18 CROSS-REF _____

Purpose: Handling DEPs

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: _____

Range: BEG (p. 31, para 4, line 29) END (p. 32, para 2, line 26)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Biggest problem most recruiters have with DEPs is not following up with them.

2 - A high rate of DEP loss is because there is a problem with the recruiter — he thinks he's got him and doesn't have to worry anymore.

3 - Recognition means a lot to the kids, even just a T-shirt.

4 - If a recruiter with a bad attitude (feeling down) talks to a DEP, the DEP may have the same one 2-3 weeks down the road.

RULE: 1 - Have a lot of DEP functions. Quarterly get everyone together, including parents and others, recognize achievements (referrals).

2 - Do things with DEPs, maintain contact, tell them about new things.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 19 CROSS-REF _____

Purpose: Handling DEPs and follow-up after enlistment

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP_x F-UP_x M/A__ Oth__

Setting: _____

Range: BEG (p. 33, para 1, line 1) END (p. 36, para 1, line 7)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - When you contact the parents when the kid has left for basic, when the parents later talk to the kid's friends, they'll mention that the recruiter was interested.

2 - If you keep in touch you can handle problems before they get too big.

3 - If you stay fired up it will rub off on the kid.

4 - When one DEP gets promoted the others will want it too.

5 - The DEP skill book helps prepare them for basic.

RULE: 1 - After DEP leaves for basic, go to parents house and find out how he's doing.

2 - Flat out tell the kid that when he does it helps you both, not just him.

3 - If a kid has brought you a lot of referrals, and gotten promoted, don't linger on that because you can't offer him any more. No more incentive.

4 - Constantly stress rank structure, tell the kid where he'll be, painting the picture.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S C SEQ 19 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 6 - If you push a kid for more referrals after he'd gotten promoted
he'll think you don't care about anything but yourself.

OVERVIEW: Describes contacting parents on F-Up. Handling DEPs, motivating them, etc.

SYNTAX /

SEMANTIC: I-R x I-Q I-C I-A x I-E x P-C 0th FP-CON

<div>UNIQUE PATTERNS:</div> <div>PATTERN OPERATOR</div>	<div>TECHNICAL RESULT OR OUTCOME</div>	<div>EXAMPLE</div>

REPORT TYPE: PCW

I.D.: Coder 2 S C SEQ 19 CROSS-REF

PATTERN OPERATOR

COMMON

PATTERNS: SD

TECHNICAL RESULT OR OUTCOME

Lets the kid fill in some of the picture for himself.

("...going to be something.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S C SEQ 20 CROSS-REF _____

Purpose: Prospecting

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Phone, making appointment

Range: BEG (p. 36, para 2, line 8) END (p. 38, para 4, line 23)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you schedule appointments on the quarter hour, the first thing the kid will think is that it will only take 15 minutes — he's more likely to make appointment.

RULE: 1 - The only thing you want in that first appointment is to establish rapport, and determine his interests.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Demonstration role-play of initial phone call. Good techniques of painting pictures, future pacing, etc.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX /

SEMANTIC: I-R x I-Q I-C x I-A x I-E x P-C Oth FP-CON, S-CON

<u>COMMON</u>	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
PATTERNS:	P with MR	"I know you're proud..." pacing.
	P	Lots of these to present and gather information.
	C-POST with FP-CON	Specificity forces kid to paint internal image recruiter can then relate to. Sets up FEBA
		("What type of car...")
	S-CON	Conditional close.
	NEG-Q with P	Gives kid an offer he can hardly refuse. Can't say no to the negative question.

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

PROTOCOL LOG

Coder: 2

Subject: D

P#	REF	CYCLE	TOPIC
1	1(7)	Rap	Establishing rapport
2	3(2)	Pros,Rap,	Ways of handling tough sales situations, making them
		H-O	work
3	5(3)	Pros,H-O	Further ideas about H-O and prospecting
4	6(5)	Pros,	Importance of communication, using recruiter's wife
		FEBA,F-Up	
		M/A	
5	8(9)	Pros	Working the market in your area, prospecting
6	10(7)	Rap,Pre-Q	Establishing rapport, and Pre-Q strategies
7	13(4)	N&I,FEBA	Strategies for N&I, FEBA
8	15(9)	FEBA	FEBA, H-O with kid who's engaged
9	18(12)	Rap,FEBA	Different features and how to sell them
10	21(3)	FEBA	Painting pictures for kids
11	22(7)	Rap,FEBA,	Strategies for motivating applicants
		Clo	
12	24(5)	H-O	Handling various objections, how to think about them
13	26(13)	Pros	How he gets ideas for prospecting
14	29(5)	Clo	Future pacing kids for MEPS
15	31(3)	Rap,DEP	Rapport
16	34(5)	Pros,Rap	Rapport
17	35(6)	M/A	Motivating recruiters
18	39(11)	FEBA,M/A	Helping recruiter with fear of rejection, FEBA techniques
19	41(2)	Pros,	Working different markets, different recruiters attitudes
		F-Up,M/A	
20	42(8)	M/A	Importance of station commander to M/A
21	44(1)	Pros	Prospecting, strategies
22	47(3)	M/A	Self-motivation
23	52(4)	M/A	More M/A
24	53(7)	Clo	When and how to go for a close
25	55(3)	H-O	Turning objections to positives, comparisons to society
26	57(3)	Pros	Ways to approach people, attitudes to take when
			prospecting
27	59(5)	N&I,FEBA,	Getting community exposure, various selling techniques
		H-O	
28	61(7)	N&I,FEBA	N&I, FEBA beliefs and rules

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 1 CROSS-REF _____

Purpose: Establishing rapport

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 1, para 7, line 35) END (p. 3, para 1, line 5)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If the P comes through the door he's got interests.

2 - Some Rs shake hands and take the P right back to the JOIN machine without explaining or talking with him first.

3 - You have to open the P up, which can be tough if he's introverted.

4 - Some Rs think they can open the P up by running their mouths — wrong.

RULE: 1 - Get the P opened up and talking to you.

2 - If the office is hectic, or seems like a minus to the P, take him somewhere else.

3 - If you know something about the P, use it.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes methods of gaining rapport and opening Ps up to get to know them.
Describes taking P interested in electronics to Radio Shack for interview.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C x Oth

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	P with MF	<p>Implies something other than recruiting quite often.</p> <p>("had a rough day ... sit back ... enjoy time with you...")</p> <p>Softening techniques.</p> <p>("come look at something with me...")</p>

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 2 CROSS-REF _____

Purpose: Ways of handling tough sales situations and making them work

Cycle: Pros x Rap x Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: Office, school, etc.

Range: BEG (p. 3, para 2, line 6) END (p. 5, para 1, line 11)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Everyone is entitled to their opinion, and getting into battles about them
won't help anything.

RULE: 1 - If Ps bring up touchy subject, i.e. Viet Nam, thank them for their opinions
and acknowledge that everyone has their own. Leave it alone beyond that.
2 - If a P wants information, or a special program, call whoever you need to,
do your homework, and get it for him.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Brings up a classroom situation in which he was giving his pitch and a kid brought up Viet Nam. He simply acknowledged the kid's opinions, thanked him and told him he was glad to know them, and went on. Meta-comment strategy. Later that same kid wanted to go to West Point, but was late in applying. He arranged conference calls, did his homework, etc. and got the kid in through another program. Opened up the high school for him because the kid's dad was the principal.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C x Oth_____

COMMON
PATTERNS: PATTERN OPERATOR
M/W with IN

TECHNICAL RESULT OR OUTCOME
Acknowledge the importance of kid's opinions, maintain rapport and avoid conflict about no-win discussion (Viet Nam). He essentially meta-commented to stay out of trouble.

UNIQUE
PATTERNS: PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 3 CROSS-REF _____

Purpose: Further ideas about H-O and prospecting

Cycle: Pros x Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: Everywhere

Range: BEG (p. 5, para 3, line 13) END (p. 6, para 3, line 24)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Married guys are different — they usually come in looking for security.

May have worked a short time, gone to school for a year or so, but feel they are at a dead end. They'll come in more cautious.

2 - Important to involve the wife in the decision. If kid is sincere he'll go along with joint meeting with wife.

3 - Family can be added pressure on kid when he goes in, can cause problems if you don't take care of it.

RULE: 1 - Call ahead to school to find out when you can see kids, pull them out of class, etc. Get to know people, like them, don't argue with them or try to forcibly put your point across.

2 - Do little extra things for married people when they go in, to help out.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S D SEQ 3 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

4 - Wife may not listen to kid because she has her mind made up. She'll listen to you because you're in uniform, you're a professional, you're a third party.

III. COMMUNICATION PATTERNS

OVERVIEW: Describes working with married people, and their wives, to make the decision.
Helps out with little things when they ship out, like a brochure of the fort.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q x I-C I-A x I-E P-C Oth

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	AWARE	Lets P know R understands him — in this case the importance of his wife in the decision process.
	P with MO	Leaves himself an opening if his assumptions are wrong.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 4 CROSS-REF _____

Purpose: Importance of communication, importance of Rs wife to the sale

Cycle: Pros x Rap Qual N&I FEBA x Clo H-O DEP F-UP x M/A x Oth

Setting: Office, parties, everywhere

Range: NEG (p. 6, para 5, line 27) END (p. 7, para 3, line 41)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Communication needs to be developed. Can be taught to a point, common sense.

2 - Rs wives are very important. A lot of times they can save you the sale — esp. with married people.

3 - Young wife of a P may want the woman's point of view of military wife. Rs wife can give it to her.

4 - Extra effort of wife can help build referral system also.

5 - Referral system is more than asking people for them.

RULE: 1 - Try to make it to graduation parties you're invited to.

2 - Rs wife should know what he does, goes through.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes usefulness of involving wife of P as well as wife of R in the process. Talks about referral system, new recruit is the best salesman, or the worst.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A I-E x P-C x Oth

COMMON PATTERNS:	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
	C-POST	Sets up important thought. ("Do you know the best salesman...?")
	CF/S	Sets framework of P being more than just a new recruit, but also a salesman.

UNIQUE PATTERNS:	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 5 CROSS-REF _____

Purpose: Working the market in your area, prospecting

Cycle: Pros x Rap Qual W&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: N/A

Range: BEG (p. 8, para 9, line 43) END (p. 10, para 3, line 35)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - To recruit quality you have to know what the market is.

2 - Just because a guy goes to college doesn't mean he's quality.

3 - 50 or above on ASVAB is quality.

4 - Farmers are beautiful in the morning — they'll talk to you, give you leads before they go out in the fields.

RULE: 1 - For publicity, have the paper come take pictures of you.

2 - Get on talk shows on the radio.

3 - Listen to people, even if it's old folks telling you war stories. They'll bring referrals.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 6 CROSS-REF _____

Purpose: Establishing rapport, and Qual strategies

Cycle: Pros Rap x Qual x N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 10, para 7, line 48) END (p. 13, para 3, line 8)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You can tell "pro-military" from haircut, cleanliness, etc. Can presume some discipline. Find out more with rapport.

2 - Summer is the worst time for basic training, the heat is rough.

3 - If you've established good rapport, body language: leaning forward in chair, looking at you rather than away, etc. Also, more elaboration on points from P, confiding things they're unhappy about, etc. They'll tell you what you need to know without too many questions.

RULE: 1 - To establish rapport, ask P about himself, then listen.

2 - Key in on accomplishments, i.e. basic training completed if P is in the military.

3 - Rapport is increasing when P starts elaborating on his answers. He'll elaborate on what's most important to him — that's what R listens for.

4 - You know you have trust when P gives you honest answers that are obviously different from the one he thinks a R wanted to hear.

5 - Lean forward in your chair, if P does too, rapport is well established.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: _____ PCW
I.D.: Coder 2 S D SEQ 6 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

RULE: 6 - Looking more toward you is another sign of rapport, rather than
looking away.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 7 CROSS-REF _____

Purpose: Strategies for N & I, FEBA

Cycle: Pros__ Rap__ Qual__ N&I x FEBA x Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: REC (p. 13, para 4, line 9) END (p. 15, para 1, line 26)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A mistake some Rs make is trying to sell a P who already asked to join --
they can end up talking P out of it.

2 - You're wasting Ps time if the sale is already made.

3 - Difference between selling and going into an information mode. Information
mode is giving information to reinforce already made points.

RULE: 1 - Take notes, but don't start filling out a 200 card until the P wants to join.

2 - If a P wants to join, sign him up, don't sell him.

3 - Turn objections into advantages.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW:

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C__ Oth__

COMMON PATTERN OPERATOR

PATTERNS: C-POST

TECHNICAL RESULT OR OUTCOME

Asks a series of questions to build the point that the Ps objections are not as important as the benefits — gets him, through his answer, to refute his own points.

UNIQUE PATTERN OPERATOR

PATTERNS:

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 8 CROSS-REF _____

Purpose: FEBA, H-O with kid who's engaged.

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA x Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: REG (p. 15, para 9, line 40) END (p. 18, para 8, line 25)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you can show that you can solve a problem, the P may then open up wanting to know more — possible key to the sale.

2 - The word "pension" can be a key that P is looking toward retirement — especially someone who's married.

3 - If you sell a 2-year enlistment and the P doesn't qualify, that's a problem. But if you sell a 3-year program and he qualifies for a 2-year, that's an added benefit.

RULE: 1 - Point out the benefits of the relatively early retirement of the military in comparison with the private sector.

2 - Restate the objection before trying to turn it around.

3 - Handle the objection to leaving the area by saying that it's only for a 3 year period. Always sell the 3 year enlistment. Then if he's qualified for a 2 year program, it's another benefit.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S D SEQ 8 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

4 - If a kid has applied for a full-time job, i.e. the fire department, he is probably looking for security, probably for his family.

5 - When talking about being able to buy a car, if you mention you have a friend who has a dealership, and the P doesn't seem to respond, it probably isn't important to him.

III. COMMUNICATION PATTERNS

OVERVIEW:

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth S-CON___

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	S-CON	Sets up close by asking if he can provide benefit, will that help?
	C-POST	Asks questions a kid has to say yes to, creating agreement.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 9 CROSS-REF _____

Purpose: Different features and how to sell them

Cycle: Pros Rap x Qual N&I FEBA x Clo H-O x DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 18, para 12, line 36) END (p. 20, para 11, line 38)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - People that get married eventually want their own homes — so you can sell VA benefits.

2 - You can tell if a P is responsible by grooming, etc.

3 - Important to let kids know you care about them.

RULE: 1 - Save something to discuss with fiance/wife, i.e. VA home buying benefits.

2 - Get the P to do you a favor — enhances rapport — i.e. finding out about theater tickets at his school.

3 - If a P elaborates on, and justifies, his objection, back off, don't pursue it.

4 - You have to be in control of the interview but let the P think he is — giving him options will do it.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 10 CROSS-REF _____

Purpose: Painting pictures for kids

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA x Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Setting

Range: BEG (p. 21, para 3, line 13) END (p. 22, para 5, line 15)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Doesn't like the movies because of inaccurate portrayals of Army.

2 - Best way to paint pictures is to draw on your own experience and substitute the kid for yourself.

RULE: 1 - Paint meaningful, good, pictures for the P, asking if that's what he wants.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 11 CROSS-REF _____

Purpose: Strategies for motivating applicants

Cycle: Pros Rap x Qual N&I FEBA x Clo x H-O DEP F-UP M/A Oth

Setting: Office, etc.

Range: BEG (p. 2, para 7, line 17) END (p. 23, para 5, line 44)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Ps often think about what it would be like to be a R like him. He'll then help with lots of referrals.

2 - If a P is procrastinating, you may have to get tough with him.

RULE: 1 - Encourage P to think about what it would be like to be a R.

2 - If a P procrastinates too much, tell him what you want him to do.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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OVERVIEW:

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A I-E P-C Oth S-CON

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	SUB-T	Takes P into future accomplishments, reverses roles allowing P to emulate R.
	S-CON	Uses it to close. ("If I can get you this then you'll go, if you qualify — if you don't, you'll have to take something else.")
	ORD-#	Give P the order in which he wants him to join in relationship to other things he has planned. Motivator

<div>UNIQUE PATTERNS:</div> <div><u>PATTERN OPERATOR</u></div>	<div><u>TECHNICAL RESULT OR OUTCOME</u></div>	<div><u>EXAMPLE</u></div>

REPORT TYPE: PCW

I.D.: Coder 2 S D SEQ 11 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	P	Motivator, presupposes it's time to join now. ("Had enough time...")
	CEQ	Discipline = advancement

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 12 CROSS-REF _____

Purpose: Handling various objections, as well as how to think about them

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: N/A

Range: BEG (p. 24, para 5, line 22) END (p. 25, para 6, line 44)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - An objection is nothing more than an individual wanting more information,
or procrastination.

2 - Taking objections as negative is a problem with Rs — they aren't negative.

3 - Sometimes the obvious solutions don't strike you until you get away from
the situation for a while.

RULE: 1 - Don't take objections as negative.

2 - If a guy is procrastination, you have to dig, probe more. Get him to talk
and you listen.

3 - Sometimes you need to get away and think of a solution to an objection.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Defines objections. Describes ways of handling them, including his thought processes in handling a problem — making a phone call instead of waiting for the mail. (Auditory, kept saying to himself how slow the mail was, then the phone rang and he realized he just needed to use it in this instance.)

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth_____

COMMON
PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

UNIQUE
PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 13 CROSS-REF _____

Purpose: How he gets ideas for prospecting

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Everywhere

Range: BEG (p. 26, para 13, line 41) END (p. 28, para 3, line 43)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Sometimes when you're in the office with all the work going on around you, you don't have time to sit and analyze what you can do.

2 - Sometimes you can get a R to listen to you differently than they would in class.

3 - A HS can be a bad place to actually recruit in if the peer pressure is oriented away from talking to Rs.

4 - You may have to figure out the best place to do your recruiting in your area. Weigh pros and cons.

RULE: 1 - Take the JOIN down to shopping malls, set up a booth, and prospect.

2 - If a recruiter is having problems, don't necessarily go and start looking for problems.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 14 CROSS-REF _____

Purpose: Future pacing Ps for MEPS

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 29, para 5, line 10) END (p. 31, para 1, line 49)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The MEPS counselor is the best, most professional NCO he's going to meet
at the MEPS.

2 - You need to think of everyone as on the same team.

3 - Not preparing the P can backfire on you. Especially law violations.
Important for certain jobs with security clearances.

4 - Use discretion about telling parents what the P says.

5 - If you have good enough rapport, you'll have none of these problems.

RULE: 1 - Never put down the MEPS GC, always build them up.

2 - You need to communicate with the MEPS GCs.

3 - Always be honest with the P. Let him know about the limitations of the GC.

4 - Prep the P. Tell him what to expect. Have him call if it'll take 2 days.

Keep the communication going.

5 - Get the P to be totally honest about law violations.

6 - Have him medically checked ahead of time if he has had surgery or other
possible disqualifying problems.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 15 CROSS-REF _____

Purpose: Rapport

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: Everywhere

Range: BEG (p. 31, para 3, line 53) END (p. 33, para 1, line 42)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Get to know the P's family and friends.

2 - Get involved in the community.

3 - If a P just comes in and plops down in a chair in your office, that's rapport.

4 - People are people and will accept you for what you are and how far you'll go for them.

5 - The worst thing in the world for a recruiter is DEP loss. That's death.

6 - If rapport is superficial, you're leaving yourself open for DEP loss.

RULE: 1 - If DEPS start coming in and hanging around your office, put them to work. Make them feel they're a part.

2 - You need to do the most work with the kid when he's in DEP.

3 - Get DEPs to come in every way you can think of. Have lots of functions.

Dinners, barbecues, get them to study, etc. Help with their studies, or get them to your office to study

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 16 CROSS-REF _____

Purpose: Rapport

Cycle: Pros x Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Everywhere

Range: BEG (p. 34, para 5, line 12) END (p. 35, para 2, line 13)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If a guy is having problems establishing rapport he may be scared, he may have been in the military environment too long.

2 - If you do everything for your Rs you aren't doing them justice.

3 - You have to be innovative, get out of set patterns.

RULE: 1 - Find out everything you can about your Rs (trainer). Analyze problems.

2 - Don't do everything for them.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 17 CROSS-REF _____

Purpose: Motivating recruiters

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: Everywhere

Range: BEG (p. 35, para 6, line 20) END (p. 37, para 7, line 32)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You have to show Rs different things you do -- "prime the pump."

2 - There's nobody in recruiting command that doesn't have the smarts to do the job.

3 - People are scared of the rejection.

4 - You need a positive attitude.

5 - Station commanders need to motivate Rs the way Rs do Ps.

6 - Most valuable thing you can give a R is time off.

7 - You need to like recruiting to think it's fun.

RULE: 1 - Laugh at rejection.

2 - Tell yourself rejection is the exception. "I'm good."

3 - Regroup to get past the rough times. Sometimes you need to get away from the office.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 18 CROSS-REF _____

Purpose: Various

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA x Clo x H-O__ DEP__ F-UP__ M/A x Oth__

Setting: Various

Range: BEG (p. 39, para 11, line 33) END (p. 40, para 3, line 52)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Have to ask people how things sound to them, then close.

2 - Trying to sell two people at the same time is asking for trouble. They have different needs.

RULE: 1 - Take rejection as a challenge.

2 - Fit information to needs, make a program for the P.

3 - Don't try to sell two people at once. Bring them back to the office and have a R for each.

4 - In the first place, sell the Army, not the jobs or anything else. Then at the end, bring the two Ps back together and talk about them wearing the same uniform, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes helping R with fear of rejection, and techniques. How to split Ps up so each has his own R, then put them back together.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth___

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	CEQ	Fear of rejection is normal — motivating R to keep going
	P	Used to bring Ps back together after you split them up: wearing the uniform together, pride, etc.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 19 CROSS-REF _____

Purpose: Working different markets, different Rs attitudes

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP x M/A x Oth

Setting: Everywhere

Range: BEG (p. 41, para 2, line 2) END (p. 42, para 4, line 34)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - R who likes the schools can forget that Ps graduate but you still have to pursue them.

2 - College drop out rate is high, have to go after those Ps.

3 - More often than not Rs don't plan far enough in advance for different opportunities to present things.

RULE: 1 - Remember to work all the seniors that graduated the next year as graduates. Don't let them slip.

2 - Remember the mid-range and long-range Ps.

3 - Plan programs way ahead, e.g. career days at schools.

4 - Get something that will attract attention, e.g. an M-60 tank, Hawk missile team, etc. Get publicity for it.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 20 CROSS-REF _____

Purpose: Importance of station commander to M/A

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: Office

Range: BEG (p. 42, para 8, line 39) END (p. 43, para 7, line 49)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Station commander has to check on Rs, guide them.

2 - Mission can be looked at in two ways: it can stare the guy in the face, leading to crisis management, or you can get on a roll and forget about it. If you worry about the people, and get out and talk to them, mission takes care of itself.

3 - If you're good you don't need to worry about mission — just be positive.

RULE: 1 - Do your work, play the percentages, and mission will take care of itself.

2 - Make plans, know your area. Schools, employment centers, canvassing, etc.

3 - Talk to the placement counselor at the employment center, take him to lunch, help each other.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 21 CROSS-REF _____

Purpose: Prospecting strategies

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Everywhere

Range: BEG (p. 44, para 1, line 1) END (p. 46, para 1, line 7)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - You need irons in the fire, everywhere.

2 - Personnel managers can't take every applicant, they can be a good source of referrals.

3 - Libraries can be a good place to post.

4 - Boys clubs, beauty parlors for women, etc.

5 - If you follow all these leads, plus your phone work, something has got to give.

RULE: 1 - Keep track of your irons in the fire, and your plans.

2 - Work with personnel offices in big plants, take him to lunch, establish rapport, etc.

3 - Put up a display in the library if possible, do a film presentation.

4 - Same with boys clubs, beauty parlors, radio stations, etc.

5 - Know your radio station's market, demographics.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 22 CROSS-REF _____

Purpose: Self-motivation

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A x Oth__

Setting: N/A

Range: BEG (p. 47, para 3, line 8) END (p. 48, para 3, line 8)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Wants to be challenged with something he hasn't done.

2 - Wants a USAREC jacket, for no donut rollers three months in a row.

3 - Training program needs to be more realistic, fit the needs of recruiters better.

4 - You'll feel good about yourself if your people feel good about themselves.

RULE: 1 - Keeps a chart of who's doing what so he can contact the station commanders and make sure everybody is doing ok.

2 - Keep open communication between everyone, instill the desire to be successful.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 23 CROSS-REF _____

Purpose: More M/A

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: Everywhere

Range: BEG (p. 52, para 4, line 8) END (p. 53, para 5, line 43)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Attitude can be a lot of things. You have them about everything.

2 - You have to learn to live with yourself. If your attitude is good, no matter what someone does, you'll get over it.

3 - If someone has to chew you out, that's probably their problem.

4 - Attitude of receptiveness will help a R. Ability to accept challenges, goals to achieve.

5 - Difference between a crier and a wimp.

RULE: 1 - Motivate people, joke with them, encourage them, etc.

2 - Never criticize a guy and just leave him. Always finish positive.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S D SEQ 23 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

6 - You have to give people some motivation, negative or positive is better than nothing.

7 - RT has to really get inside people.

8 - You can only beat up on people so much, then they won't care anymore.

III. COMMUNICATION PATTERNS

OVERVIEW:

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C__ Oth__

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	Confidence builders, future pacing, for a R who had been down but improved.
	A-OUT	Tells R he recruited years earlier not to disgrace him: motivator, jokingly.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 24 CROSS-REF _____

Purpose: When and how to go for a close

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 53, para 7, line 48) END (p. 55, para 1, line 15)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - There's no set time for the close -- whenever you're ready. Like reading
a thermometer. If you get a no, it means they weren't ready.

2 - You have to feel what he's feeling, look at him, know the P.

RULE: 1 - Go for the close whenever you feel ready.

2 - Be up front with the P, ask why he isn't ready, etc.

3 - Make him talk, think.

4 - If a P says it sounds good, act as if he's joined.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Lots of little techniques for closing, knowing when to, etc.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C x Oth

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	P	Lost of "we" to maintain rapport, even when the P is saying no. Also, assumes close with "Welcome aboard."
	R/S with M-4	When P procrastinates, uses to motivate ("don't you think mom and dad are going to break your plate eventually...?")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 25 CROSS-REF _____

Purpose: H-0

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: N/A

Range: BEG (p. 55, para 3, line 17) END (p. 57, para 1, line 3)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You get manipulated every day of your life -- by parents, teachers, salesmen,
etc.

2 - He's not manipulating, he's giving choices. You might not get that other
places.

3 - Army's regimentation, approach to drugs, and other problems compare
favorably to rest of society.

4 - You can never cover all the situations possible with a P.

RULE: 1 - Compare Army to regular jobs, life, etc.

2 - Turn objections into positives.

3 - Close to graduation from basic, call the family.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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OVERVIEW:

SYNTAX/

PATTERN OPERATOR

COMMON

Redefines manipulation into giving information, choices.

Army's rigidity compared to everyday life — no worse.
Gives kid realistic sense of responsibility.

Uses to give responsibility, compares Army's drug problem to other places, shows that they handle it better.

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 26 CROSS-REF _____

Purpose: Ways to approach people, attitudes to take when prospecting

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Everywhere

Range: BEG (p. 57, para 3, line 7) END (p. 59, para 1, line 1)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - No magic formula, you just have to talk to people.

2 - Boy scouts are great to recruit. Relate to adventure.

RULE: 1 - Force yourself to get used to greeting everyone you see.

2 - If 2-3 people are there, approach one. Pick something to comment on, e.g. football jacket, comment on game.

3 - Comment on things they say, relate to Army.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Talks about approaching people in different settings.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C Oth YB-CON

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	Makes statements to start conversations, gathers info by making assumptions P has to respond to.
	YB-CON	Reframes objections. ("Yeah...we ain't had a war lately.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 27 CROSS-REF _____

Purpose: Various

Cycle: Pros__ Rap__ Qual__ N&I x FEBA x Clo__ H-O x DEP__ F-UP__ M/A__ Oth__

Setting: Various

Range: BEG (p. 59, para 5, line 6) END (p. 61, para 1, line 20)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Parents are looking for the welfare of the kid. Kid is looking for challenge as well.

2 - People didn't get money by squandering it.

3 - A lot of Rs are intimidated by people with money because they don't have it.

4 - A lot of Rs don't get enough exposure — concerts, church, etc.

RULE: 1 - Instill in parents that Army is a stepping stone to further kid. Money, tuition assistance, training, discipline, etc.

2 - Be up front with parents. Show them the benefits, how it will help their kid.

3 - Goes to the opera, school productions, church, lets people see him in uniform.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW:

[illegible]

PREDICATE: Vis Aud Kin Olf-Gus Uns Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A I-E P-C Oth S-CON

COMMON

PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

A-OUT

Army can provide challenges that help P get ahead -- good for parents to see Army positively.

R/S
S-CON

Employers look at Army experience like work experience.
If he makes it through the Army, he'll continue his goals,
more motivation for parents.

MF

Get parents to see big picture, have faith in kid.

IN

Lots of pointing out to parents their intentions, and his are to help the kid — Army will fulfill them.

UNIQUE

PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

[illegible]

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S D SEQ 28 CROSS-REF _____

Purpose: N & I, FEBA

Cycle: Pros Rap Qual N&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Various

Range: BEG (p. 61, para 7, line 40) END (p. 63, para 1, line 53)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Cat 1's and 2's may have more experience in life. More culture, development, travel, etc. But you'll pick up specifics through listening.
2 - It's easy to get into stereotyping. Can lead to a canned approach.
3 - 3A could be smart but have no common sense.
4 - Two kinds of education: formal and street. You gotta have both.
5 - You'll treat Cat 4's a little differently because they are limited, but if you're real straight with them they'll send you referrals.

RULE: 1 - Offer everyone the same things, but you may talk a little different to different levels (Cat).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S D SEQ 28 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

6 - You may get people out of the ordinary, who don't match what the books say they are supposed to want.

7 - The more you find out about the P the better off you are.

8 - Consistency comes from constant prospecting, follow-up. Sometimes you just have to give them time.

PROTOCOL LOG

Coder: 2

Subject: E

P#	REF	CYCLE	TOPIC
1	1(2)	Pros,Rap	Using his personal talents for attention and rapport in the schools
2	2(4)	Pros,Rap	Gaining rapport in a very difficult situation
3	4(3)	N&I,FEBA	Belief about benefits and appropriateness of certain applicants
4	5(3)	M/A	M/A related to station commander
5	5(5)	Pros,	Quick Pre-Q while prospecting
		Pre-Q	
6	6(7)	Pros,Rap	Knowing how to approach kid with select information
		Pre-Q,N&I	
7	7(7)	FEBA,Clo	To get the close, by meeting all the kids needs
8	10(4)	Pros,	Using ASVAB for Pre-Q and Pros
		Pre-Q	
9	11(11)	Pre-Q,	To Pre-Q, fill very specific interests, and present to
		N&I,FEBA	2 kids at once
10	15(8)	Pre-Q	Gathering Pre-Q info and maintaining rapport
11	16(11)	Pre-Q,	More on selling the two friends
		N&I,FEBA	
12	24(5)	FEBA,Clo	FEBA in closing, personalizing the process
13	27(5)	H-O	Handling objections, specifically homosexuality in the Army
14	28(9)	Pros,	Deciding how to approach a group of tough kids
		Pre-Q	
15	32(12)	Pre-Q,	Handling a kid who is difficult, procrastinates, plays
		N&I,FEBA,	games
		Clo	
16	34(5)	Pre-Q	Importance of Pre-Q over the phone
17	37(3)	Pros	Ways of prospecting -- being an advertising billboard
18	38(5)	M/A	Strategies for knowing which rules to follow, M/A
19	42(7)	M/A	Rules for motivation
20	43(7)	M/A	Personal motivations
21	46(2)	Rap,Pre-Q	Pre-Q questions and asking from lists such as ASVAB
22	49(7)	Pre-Q	Pre-Q out in the area
23	50(5)	Pros,DEP,	Getting referrals and handling follow-ups, including
		F-Up	DEPs

PROTOCOL LOG

Coder: 2

Subject: E

[illegible]

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 1 CROSS-REF _____

Purpose: Using his skill in ping pong to get attention and establish rapport in schools

Cycle: Pros x Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: School game rooms or other areas he can play ping pong

Range: BEG (p. 1, para 2, line 3) END (p. 1, para 4, line 52)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If there is a ping pong table around, he can get kids' attention and use it to talk about joining.

2 - It's better to have Ps marching around in a drill team (club) than painting on the walls.

3 - Ps getting together to drill, march in parades, get their parents involved, etc. is good for getting Ps.

4 - Getting cooperation from the National Guard unit is a good way to get support.

RULE: 1 - Get Ps involved in any way possible, using your talents and other resources.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Interesting sequence of events described. R started off showing off his ping pong skills to get attention from the kids in a school. This led to crowds of Ps around to watch R play, during which time he talked about the Army. This led to the formation of a precision drill team, with the help of a guy from one of the local National Guard units. This led to parental involvement and lots of referrals.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth___

**COMMON
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

**UNIQUE
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 2 CROSS-REF _____

Purpose: Gaining rapport in a very difficult situation

Cycle: Pros x Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Outside situations when there is a hostile group of people to deal with

Range: BEG (p. 2, para 4, line 10) END (p. 3, para 3, line 23)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It is tougher working in a minority, tough area, if you're white with short hair, looking military, etc.

2 - The biggest, toughest looking kid in a crowd is likely to be the boss.

RULE: 1 - Don't start talking about the Army, listen to the other people's jargon (snide remarks, opinions) first.

2 - Ask innocuous questions to lead up to asking to join the Army, like "What are you doing?" "Do you go to school here?", etc.

3 - Use whatever response you get and relate it to joining the Army, no matter how ridiculous, to establish rapport.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes jogging at one of the high schools, with his colonel who demands that he stop everyone and ask them to join the Army. He sees a gang of tough looking kids he doesn't want to approach, but feels he has no choice. Walks up to the biggest, toughest looking kid and asks him to join. When the kid laughs he asks what he wants to do when he grows up. The response is to be a hoodlum. He responds back with "would you like to have some formal training?" Establishes rapport, and actually makes an appointment with the P.

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns x Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A x I-E__ P-C x Oth__

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	P with AS, C/FS	Rapport establishing, accepting information given (see above). Gets him out of tough situations.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 3 CROSS-REF _____

Purpose: Beliefs about benefits and appropriateness of certain Ps

Cycle: Pros Rap Qual N&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: N/A

Range: BEG (p. 4, para 3, line 28) END (p. 5, para 1, line 1)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Doesn't feel competition from regular Army (he's AR) because of two different programs/philosophies. He recruits from a completely different group of people.

2 - If a kid wants to go to school first, that's his "bread and butter."

RULE: 1 - Sell regular Army first, then reserve if they're going to school.

2 - If a kid wants regular Army, he turns them over. If they want reserves, they are turned over to him.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 4 CROSS-REF _____

Purpose: M/A related to station commander

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A x Oth__

Setting: N/A

Range: BEG (p. 5, para 3, line 4) END (p. 5, para 3, line 22)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Believes he's his own boss, though he is subject to the station commander.

2 - It's easy to run his own program when he's producing.

3 - Producing effectively will make him the master of his own time.

4 - Can work two hour days, or eighteen. Can work more two-hour than eighteen though, because he knows how.

RULE: 1 - Turns over everything, stats etc., that will help the station commander. But makes his own program, picks his own hours.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 5 CROSS-REF _____

Purpose: Quick Pre-Q while prospecting

Cycle: Pros x Rap Qual x N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Various

Range: BEG (p. 5, para 5, line 25) END (p. 6, para 3, line 6)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Can recognize right away if a person is going to go into the reserves,
provided they're qualified.

2 - Isn't sure how he knows, just that he does. Has a feeling when he talks to
them.

3 - Can't tell mentally. Can tell if they're a criminal, and their attitude, if
he'll have a good chance with them.

RULE: 1 - Asks, real quick, if they've ever had any trouble with the law.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 6 CROSS-REF _____

Purpose: Knowing how to approach a kid with certain info, but not other info he may have

Cycle: Pros x Rap x Qual x N&I x FEBA Clo H-O DEP F-UP M/A Oth

Setting: Phone

Range: BEG (p. 6, para 7, line 15) END (p. 7, para 5, line 31)

II. COMMUNICATION STRATEGIES

- BELIEF: 1 - Can just feel if a kid wants to go.
- 2 - A lot of the parents in the area enroll their kids in the local junior college just to get rid of them for another 2 years — just an extension of HS. It's nice for the kids who want to stay local.
- 3 - Asking too many Pre-Q questions right away isn't a good idea because it tends to scare them off before they even know about the program.
- 4 - 200 Cards are his bible.

- RULE: 1 - Don't bring out personal information you know about a kid if it isn't relevant.
- 2 - Don't get too much Pre-Q information from the P right away before giving them information about the program. Feel them out first. Do a 200 card right off the bat. Get as much information over the phone as possible.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S E SEQ 6 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

5 - About 50% of the time he can get kids to bring in their documents from having talked on the phone (diploma, birth certificate, social security card).

6 - Feels he has a tentative agreement to do it by the end of the conversation in most cases.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 7 CROSS-REF _____

Purpose: To get the close, by meeting all the kids needs

Cycle: Pros Rap Qual N&I FEBA x Clo x H-O DEP F-UP M/A Oth

Setting: Everywhere

Range: BEG (p. 7, para 7, line 35) END (p. 9, para 9, line 43)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Some Rs can make a beautiful presentation, but can't ask for the close/commitment.

2 - Saying "why don't you go down and take the exam, see a counselor, see what's available," is a waste of time.

3 - If you get the P pumped up and ready to go, he'll help with the parents. They'll have their questions ready when the R gets there.

RULE: 1 - They've got to be committed to join if what they want is available, before sending them down to MEPS.

2 - Get the commitment right off the bat, unless parental consent is needed.

3 - If parents needed, get the P committed on the first interview, see the parents afterwards. Don't make it the same interview if you can help it.

4 - Assure the parents of what time is involved, how long the P will be away, good points and bad, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S E SEQ 7 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

4 - A lot of parents have preconceived ideass about the Army and AR. They
hear Army when you say AR. They think their kid is going to be gone for
2, 3 or 4 years and they block it off as a negative thought, before he
gets to talk to them.

5 - It's a different attitude if you see P and parents together the first
time. Time frame is different, because parents want to go and talk to
everyone in the world about what you said afterwards, and get together
again.

RULE:

5 - Always see parents of Ps under 18 because they have to give consent,
otherwise ask the P if he wants it.

6 - Up to P whether he sees girl friend or not. If so, do it as quick
as possible.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 9 CROSS-REF _____

Purpose: Using ASVAB for Pre-Q and Pros

Cycle: Pros x Rap Qual x N&I FEBA Clo H-O DEP F-UP E/A Oth

Setting: Phone and in person

Range: BEG (p. 10, para 4, line 36) END (p. 11, para 9, line 40)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Makes it on ASVAB list. Would rather look at the list before making an appointment because he knows the P's already mentally qualified.

2 - ASVAB is one of his best selling tools because he can tell P how he did on the test. The computer printout the P gets isn't quite as much as what R has so the P doesn't really know how he's doing.

3 - Once he knows they're mentally qualified R can give his presentation, gather documents, set up physical. Cuts out a 3-day testing period.

RULE: 1 - Doesn't go in to his whole sales pitch on the phone, just a start.

2 - If R gets a good feeling about the P over the phone, he'll cut the presentation short and bring him in for the interview.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes using the ASVAB list and contacting Ps and using their scores as a selling tool.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth___

COMMON PATTERN OPERATOR

PATTERNS: P

TECHNICAL RESULT OR OUTCOME

Lets P know he is qualified, presupposes Army has something to offer that P would be interested in.

UNIQUE PATTERN OPERATOR

PATTERNS:

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 9 CROSS-REF _____

Purpose: To Pre-Q, fill very specific interests, and present to two Ps at once

Cycle: Pros Rap Qual x N&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 11, para 11, line 44) END (p. 15, para 2, line 11)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - For someone interested in law enforcement, MP is ideal, provided he's
qualified.
2 - Can tell if someone is intelligent from conversation.
3 - If they volunteer information quickly, they are probably telling the truth.
If they hedge, they may be lying.
4 - Law enforcement, MP's, has special qualifications, security clearances, etc.
Tougher for non-HS grad than a HS grad.
5 - If a P is learning to fly a plane, he has to be fairly bright.

RULE: 1 - Concentrate on what the P is interested in (law enforcement in this case) and
sell him the benefits of the training and experience as well as the job.
Also explain the benefits of going in as a HS graduate.
2 - If a P is interested in college, but hasn't graduated HS yet, wait for him
to get some college credits before you put him in, so he can go in as a 3A HS
graduate.
3 - If a P takes the test, says he wants college, is interested in your programs,
he's a legitimate candidate.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes a young man who came in with a friend. The P was interested only in law enforcement, but hadn't graduated from HS because he was bored with it. Describes giving the two Ps the CAST, joking with them setting up a competition on test scores, and how he presented information to them. Found out the friend was interested in learning to fly, was in fact already taking lessons, and wanted to go to college.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C x Oth

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	AWARE	Present info about qualifications in a gentle way to set up giving the test.
	C/FS	Talks about finding out "in my mind" if P is qualified, makes it more personal, enhances rapport, shows concern.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 10 CROSS-REF _____

Purpose: Gathering Pre-Q info and maintaining rapport

Cycle: Pros Rap x Qual x N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 15, para 8, line 26) END (p. 16, para 9, line 30)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If a kid can laugh and joke with you, or with his friend in front of you,
he's at ease.

2 - If you can create a bit of competition between friends, you may be able to
get them both.

3 - Just getting a P to take the test isn't enough to know if he'll go.

RULE: 1 - If a kid comes in with a friend, try to get them both by setting up a
friendly competition.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Talks about creating competition on test scores between two friends.

PREDICATE: Vis x And x Kin x Olf-Gus Uns Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C Oth

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: P

If he can outdo his friend, it's worth taking the test.
Especially since there isn't anything else to do.

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 11 CROSS-REF 2E10

Purpose: More on selling the two friends

Cycle: Pros Rap Qual x N&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 16, para 11, line 32) END (p. 21, para 8, line 35)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - OK to goad a P into finishing school, helps him and R.

2 - A P finishing school proves he's interested in the program.

3 - A glow in the eyes, a look as if he just won something, is an indicator that a P is really interested in something.

4 - A P switching over to asking questions from just joking and being a little defensive is a good sign of interest.

RULE: 1 - Get Ps to finish school if possible.

2 - Keep in touch with the P while he finishes school.

3 - For Ps interested in travel, sell the "space available program."

4 - If you tell a P about all the police checks, special security clearances, etc. and he still calmly and readily gives information, he's probably morally qualified.

5 - Evasiveness often means lying. Not looking you in the eye, nervousness with hands, etc. also.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S E SEQ 11 CROSS-REF 2E10

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

5 - There are so many restrictions on a 3A non-HS grad, that it is a disservice not to try to get him to finish school. R has no pressure to put them in because of his numbers.

6 - You can tell how two Ps are feeling about joining by the way they look at each other.

7 - If a P is mentally and physically qualified, and everything is going "too smooth" it may be time to worry about moral qualifications. The first feeling you have with a walk-in is often "there's something wrong with them." It's a concern in the back of your mind.

RULE:

6 - People have to be qualified mentally, morally and physically -- then R will have peace of mind.

7 - If a P has passed the physical for flying, he's probably ok physically.

8 - Ask specific questions off the Spear sheet.

9 - You can tell a P is telling the truth if he gives you specific correct information about something you can verify in your own experience.

III. COMMUNICATION PATTERNS

OVERVIEW: Talks about selling the two Ps together after qualifying them on the test.
 Mentioned travel and they really lit up — then he knew he had them. Pushed
 the travel aspect, space available program.

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C__ Oth__

**COMMON
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

**UNIQUE
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 12 CROSS-REF 2E10,11

Purpose: FEBA in closing, personalizing the process

Cycle: Pros Rap Qual N&I FEBA x Clo x H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 24, para 5, line 16) END (p. 25, para 1, line 30)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If the kid tested, qualified, and knowing what he needs to do, the timing won't be so important.

2 - If you keep him busy, without stale time, he'll stay interested.

3 - If you get Ps involved, even though they aren't officially DEPS, they will stay interested.

RULE: 1 - Give the P a check list of things to do. Then spread out the tasks while he waits, if he has to wait to join.

2 - Get Ps involved, as you would DEPS, even if they aren't officially.

3 - One P joining is reinforcing to his friend.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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OVERVIEW: Explains to P advantages of waiting to join.

OVERVIEW: Explains to P advantages of waiting to join.

PREDICATE: Vis Aud Kin Olf-Gus Uns Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A I-E P-C OthFP-CON, YB-CON

A-237

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 13 CROSS-REF _____

Purpose: Handling objections, specifically perceived homosexuality in the Army

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: Office, elsewhere

Range: BEG (p. 27, para 5, line 45) END (p. 28, para 5, line 27)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The AR is a business and should be sold as one.

2 - The Army does as well as possible, and better than most other similar organizations to keep homosexuality out.

RULE: 1 - Treat the AR as a business.

2 - Compare the Army's position, procedures, effectiveness at controlling homosexuality to other organizations and businesses.

3 - Admit that there are problems, but point to the efforts to control them.

4 - Approach the objection the same with males and females.

5 - Never accept a no, never let a P die. Put them on the back burners if it is going to take longer than the normal time frame. Keep up unless they absolutely say no.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.					
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REPORT TYPE: PCW

I.D.: Coder 2 S E SEQ 13 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	CEQ	Army = business/employment agency. Homosexuals who get through system = liars, deceitful
	UV	Softens descriptions of dealing with problem, and procedures

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 14 CROSS-REF 2E2

Purpose: Deciding how to approach group of tough kids

Cycle: Pros x Rap x Qual N&I FEBA Clo E-O DEP F-UP M/A Oth

Setting: Outside of office

Range: BEG (p. 28, para 9, line 41) END (p. 31, para 6, line 17)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You can tell by looking at some groups (chains for belts, mohawk hair cuts, smoking weed) if they're a waste of time to approach. You can tell if you're going to get an adverse reaction, snide remarks.

2 - You can know that you'll be seen as a red neck square by these kids.

3 - Kids will try to bolster their egos by making snide remarks.

4 - If you can catch a kid off guard, you can get to say what you want before he starts trouble.

5 - More important to satisfy the colonel than avoid problems from the kids.

RULE: 1 - You need to pacify groups, and others, if you are trapped into an adverse situation.

2 - The way to handle these situations is to strike first, catch the guy off guard before he can start problems.

3 - Make a mental image of what you're going to do.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes decision on how to approach tough group mentioned in PCW #2.
Associated image of himself being attacked, but he felt no choice because
the colonel was with him. Felt like a 97 pound weakling going up against
the big bully. Only way to win was to strike first.

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C__ Oth__

**COMMON
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

**UNIQUE
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 15 CROSS-REF _____

Purpose: Handling a kid who is difficult, procrastinates, plays games

Cycle: Pros Rap Qual x N&I x FEBA x Clo x H-O DEP F-UP M/A Oth

Setting: N/A

Range: BEG (p. 32, para 12, line 25) END (p. 34, para 3, line 27)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - Sometimes people will deceive you, just shopping, no real interest. Or somewhat interested but just comparing. You can't help it.

2 - Some people have to realize they're going nowhere fast before they will really listen to you.

3 - If you keep out in the area talking to employers, you'll find available jobs and keep an idea about what is available for people you are helping.

RULE: 1 - Catch people after they're done comparing.

2 - Doesn't look for non-HS grads, they walk in.

3 - Get kids jobs if you can help them.

4 - Don't do a law violations waiver until you're sure the P wants to go in.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 16 CROSS-REF _____

Purpose: Importance of Pre-Q over the phone

Cycle: Pros Rap Qual x N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Phone

Range: BEG (p. 34, para 5, line 31) END (p. 37, para 1, line 3)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Females are hard to recruit because they're finicky.

2 - If you forget to Pre-Q on the phone, the R and the P can end up embarrassed.

3 - Sometimes hard to ask a woman about her weight or other very personal things over the phone.

4 - If you have enough rapport, you can ask the necessary questions.

5 - Not as hard asking the questions as getting the answers.

RULE: 1 - Pre-Q as much as necessary on the phone before the appointment.

2 - Make sure you maintain rapport while asking the tough questions.

3 - You have to let people know the importance of the answers to the questions.

4 - Put females in right away.

5 - Ask for goals, adapt to them.

6 - Uses the phone for Pre-Q and making the appointment, that's all.

7 - Put some humor into the conversation to make the questioning easier.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S E SEQ 16 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

6 - Females have so many more areas for problems. They change their minds a lot quicker. You want to put a female in right away, not let her linger. More single female parents than male.

7 - Benefits and programs are the same for males and females.

8 - The word military scares women. It's a unique group that you can get in.

9 - Believes his strong point is the phone. Most people hate the phone, he can make all the appointments he needs in a day.

10 - If he can get them sitting in his office, and they're qualified, he believes he can get them to join.

11 - There are different degrees of qualification you can find on the phone. Some people are truthful, some not. You can get a sense of when they're fudging.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 17 CROSS-REF _____

Purpose: Ways of prospecting — being an advertising billboard

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Schools, parks, etc.

Range: BEG (p. 37, para 3, line 5) END (p. 38, para 1, line 7)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you wear an outfit that says Army all over it, wave to the same people every day, people will recognize you — you can use it in phone contacting.

RULE: 1 - Make calls for the appointment, not just contact — it's a waste of time.
2 - Rehearses things he has planned when he jogs.
3 - If you run, or do some other regular activity, do it in the same place at the same time each day.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 18 CROSS-REF _____

Purpose: Strategies for knowing which rules to follow, motivation, attitude, meta-rules

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: N/A

Range: BEG (p. 38, para 5, line 21) END (p. 41, para 9, line 40)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - There are sometimes two sets of rules to follow. You have to use common sense to know what your priorities are in a particular situation — recruiting included. Believes his rule parallel USAREC's.

2 - Believes he'll continue being successful if he keeps working the phone.

RULE: 1 - If a rule keeps working, keep using it. If it works once, it will work again.

2 - Stop using a rule if it stops performing like it has in the past.

3 - The criterion for a rule is that it gets the job done.

4 - All rules are subject to change, depending on the situation and the environment.

5 - Stay away from boredom, don't get complacent.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Discusses rules and meta-rules, personal goals and motivations, reasons for choosing this job. For him, the challenge to succeed is important, attain goals, have enough money to live on, the benefits of retirement, to earn respect.

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C__ Oth__

**COMMON
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

**UNIQUE
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 19 CROSS-REF _____

Purpose: Rules for motivation

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: N/A

Range: BEG (p. 42, para 7, line 15) END (p. 43, para 2, line 19)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A lot of people don't give themselves enough credit for what their abilities are.

2 - Some people feel there's no chance of getting to be the president of the company, but they may have.

3 - Every long range goal's got a thousand little ones to get to it. You've got to work your way up.

4 - Nothing is impossible.

RULE: 1 - Have faith in yourself, your abilities.

2 - Set long range goals.

3 - Never accept no.

4 - Don't wait for others to take care of you.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: _____ PCW
I.D.: Coder 2 S E SEQ 19 CROSS-REF _____

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

5 - Waiting for it to happen for you, and griping about it afterwards
is as much your fault.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 20 CROSS-REF _____

Purpose: Personal motivations

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: N/A

Range: BEG (p. 43, para 7, line 36) END (p. 44, para 6, line 17)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Needs to progress as far as possible to stay where he is. He'd stay a couple of years longer if he could advance.

2 - The badge a R wears shows how good they've been.

3 - If someone lasts, they're good at recruiting.

4 - You can judge a R's quality by his attitude, whether he enjoys it, whether he gets past the initial three year period.

RULE:

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 21 CROSS-REF _____

Purpose: Pre-Q questions and asking from lists such as ASVAB

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Phone mostly

Range: BEG (p. 46, para 2, line 4) END (p. 48, para 11, line 43)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Thinks about the following while prequalifying on the phone: do they meet the age requirement, are they criminals, physically qualified?

2 - A lot of times people will conceal law violations because they think it will disqualify them.

3 - Can sometimes tell over the phone if someone is giving spontaneous reactions, or if they're trying to hide something, from change in voice tone, or a split second delay in giving an answer.

RULE: 1 - Ask questions about specific possible problems in qualification. Do they have asthma, epilepsy? Do they have children, etc.? Taken tests like ASVAB or similar? How are their grades? What subjects? Married?

2 - Ask questions and watch the expression on their face.

3 - Look over the ASVAB list, and compare the scores to what the Ps said they were interested in to see if they are qualified. Then let them know how well they qualified over the phone to establish rapport.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S E SEQ 21 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF: 4 - Reserves is a mixture of age groups, a lot of young and a small group
of older people. About 50% prior service.

RULE: 4 - Use density list of prior service candidates and see by the
designators what they're qualified for -- then talk them into it.
5 - Age is not a factor as long as they meet maximum-minimum age
requirements.

III. COMMUNICATION PATTERNS

OVERVIEW: Describes his various ways of determining people's Pre-Q and telling if they are being honest with him or not. Mostly beliefs and rules.

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C__ Oth_____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	
COMMON PATTERNS:	SD	Creates curiosity, which areas are they qualified in ("Qualified in many, many areas...")	
	MF	Sets frame of qualifications, then says he'd like to talk about it further. Sets up need for appointment	
	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 22 CROSS-REF _____

Purpose: Pre-Q out in the area

Cycle: Pros__ Rap__ Qual x N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Outside of office

Range: BEG (p. 49, para 7, line 15) END (p. 50, para 1, line 10)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Another place for area canvassing is the college campus.

2 - College kids obviously have the smarts, you can go into athletic departments to check them out physically.

3 - In area canvassing you can start to Pre-Q by appearance, but you really have to get them in a conversation to be able to tell -- depends on where you meet.

Shopping in mall different from standing in the unemployment line.

RULE: 1 - Know the instructors and counselors in athletic departments for free access to training equipment/people.

2 - Meeting someone on the street, get them into a conversation so you can start to Pre-Q.

3 - Concentrate on people who are employed.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S E SEQ 22 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

4 - Prefers to meet people who are employed because they can obviously hold a job. People who are unemployed in most cases have had a problem and that's why they are unemployed.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 23 CROSS-REF _____

Purpose: Getting referrals and handling follow-ups with Ps, including DEPS

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP x F-UP x M/A Oth

Setting: Various

Range: BEG (p. 50, para 5, line 20) END (p. 54, para 2, line 16)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Referrals are real important.

2 - Most referrals come from HSs because R's trying to recruit a 3A HS market.

3 - Kids' lifestyles have changed since they got out of school so you don't contact them in the same organized way.

4 - It's a big ego motivating factor to be in the armed forces while still in school, so the kids like to be contacted regularly. They like to brag.

RULE: 1 - Stay in constant contact with the high-schoolers who still have two years left of school.

2 - Contact people, especially seniors, every week.

3 - Contact graduates, who are in, once a quarter — usually during a slack moment.

4 - Keep little platoons in each school.

5 - Give the senior person in each school responsibility.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: _____ PCW
I.D.: Coder 2 S E SEQ 23 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 5 - The senior person in each school realizes they are, so they send lots of referrals. The fifth or sixth person isn't the point of contact but he's brought into contact with the rest of the group. Doesn't mind not being number 1.
6 - It's often best to just tell kids what you want them to do.
7 - He's the old sergeant and they're the new private, and they respect that — they're going to make an honest effort to do what they're asked.
8 - DEPS want to be told what to do. They want to play Army even if they aren't in yet. They thrive on orders. It's kind of like practice.

RULE: 6 - Continue to ask kids questions, after they've joined, to make sure they stay out of trouble.
7 - Demand help, if they react negatively, then ask.
8 - Get DEPS to bring eligible Ps to activities, help going through year books for referrals, etc.

III. COMMUNICATION PATTERNS

OVERVIEW: Talks about handling kids on follow-up, either kids who are still in school or kids who have graduated and are actually serving on weekends. Stresses the importance of staying in touch with high-schoolers since they can get in trouble and jeopardize their future service. Also goes into detail about how he gets kids to bring him referrals. Good linguistic examples of a number of patterns used for motivation and putting his requests or orders into a framework in which they will be met.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R x I-Q x I-C I-A x I-E x P-C x Oth S-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	
COMMON PATTERNS:	UV	Asks nonspecific questions to gather general information — allows P to give him more if necessary.	
	P with CEQ	Presumes things are ok with Ps, possibly motivates them to keep things going smoothly. Also uses "I want" to mean "you will." Presupposes the CEQ. Uses the word "expect" in the same way.	
	MO	Lets P know he "can't" get hold of referral — gives responsibility back to P who referred. Lets him know he "needs" more information — further motivation.	
	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	SCO-AM	Suggests need referrals for Army by talking about softball team and referrals simultaneously. Which team we need them on is ambiguous - (baseball or Army?) ("We need them on the team.")	52(39)
	APV	Uses to set up what he wants (passive) then to give the orders (active) — leads in gently to order giving	52(11)

REPORT TYPE: PCW

I.D.: Coder 2 S E SEQ 23 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	NEG-COM	Used as motivators — gives orders by telling what he doesn't want. Forces kid into doing what he does want.
	C-LINK	Links suggestions together in a chain of activities that will be carried out (presupposed) so they're seen as a single unit of behavior.
	S-CON	Makes request for help based on the kid not having anything else to do — making it difficult to refuse.
	R/S with C/FS, BOC, IN	All used to set up getting kid to help — motivators to show how his help is important. Often done by implication

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 24 CROSS-REF _____

Purpose: Phone prospecting and referrals, Pre-Q

Cycle: Pros x Rap Qual x N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Phone

Range: BEG (p. 54, para 6, line 20) END (p. 56, para 1, line 10)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Has had a little success getting referrals when prospecting on the phone
with someone who wasn't interested or qualified.
2 - Sometimes Ps feel insulted when you call them up on the phone to talk about
the Army and they're not about to refer any of their friends to you.
3 - Feels in his pre-q/PreQ he has narrowed down who he is calling so they are
more likely to be interested in what he has to offer.

RULE: 1 - After someone is disqualified on the phone, continue to establish rapport to
ask for referrals.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Talks about his limited, but sometimes positive, success getting referrals from someone who is either not interested or not qualified to join. Gives a few examples of what he asks for.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R x I-Q I-C I-A x I-E P-C x Oth YB-CON, S-CON

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: YB-CON

Even though not qualified, still can help by giving a referral.

C/FS with P

Must have other friends like you — expands scope of conversation to include others who, it is presupposed, she knows, who might also be mentally qualified.

S-CON

If others have mentioned interest in service, then you should tell me their names (implied).

**UNIQUE
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

REPORT TYPE: PCW

I.D.: Coder 2 S E SEQ 24 CROSS-REF

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: SD

Completely deletes what kind of job he is talking about
to keep interest up and get the referral.

("Others interested in a part-time job?")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 25 CROSS-REF _____

Purpose: Selling a part-time job as the major benefit

Cycle: Pros__ Rap_x Qual__ N&I__ FEBA_x Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Various

Range: BEG (p. 56, para 3, line 11) END (p. 61, para 8, line 32)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Sells part-time job, number 1, and change of pace, number 2. Also sells local adventure and benefits.

2 - Knows what they're making if they work at McDonald's, so then can compare Army's much better pay for one weekend. Make as much as working all week at McD's.

3 - Selling a quick, easy, fun way to make money. Opportunity to get away for a short time.

4 - Training isn't a big thing.

RULE: 1 - First find out if they're working, then offer part-time job and go into comparison with present job.

2 - When they are interested in money, and he knows their N & I, he thinks about what areas of training are available that will match their N & I.

3 - Get density lists of jobs available every week. If they want something that isn't available, lean them towards another area.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S E SEQ 25 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 5 - Kids like the thought of being part of a military organization while they're still in school.
6 - If he can get them thinking about money, then he can throw in all the other things on top of it.
7 - Most people have 2 or 3 areas of interest.
8 - Thinks many reserve recruiters get in trouble by selling specific jobs that might not be available.
9 - Someone interested in MP's can get their needs met in MI.
10 - Someone interested in infantry wants to get dirty, excitement. They can get that in combat engineer unit, which has many different jobs within it.

RULE: 4 - Stays in constant contact during the week with the Active Station Technician (AST) who can accept somebody into unit, guarantee a job available, etc. so he doesn't have to wait for the weekend when the station commander is there.
5 - If a job isn't available, go into a related area and compare.
6 - Once they're sold on the second field, stress the benefits of that field. Then what they have to do to get there. Then do the information packet.

III. COMMUNICATION PATTERNS

OVERVIEW: Describes what he actually sells to get Ps into the AR. Orders his priorities with part-time work ahead of everything else. Also talks about staying abreast of available jobs with the AST at the reserve station, and how he leans people in the direction of available jobs related to their interests. Nice examples of reframing interests and redefining units so they will be more attractive.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX /

SEMANTIC: I-R x I-Q x I-C x I-A x I-E x P-C x Oth

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	
UQ with C/FS, RE-D, C-EX	Challenges P "only" wanting one thing by changing frame size, redefining, counter-examples, etc.
C/U with MR	"You don't want infantry, you really want excitement." "You don't want infantry, you want to get out."
C-LINK	Links desires to specifics of jobs and fields, then how he can get these by joining. Creates a chain of thoughts, all within the framework of the job area he's presenting. Actually makes engineering sound as "glamorous" as infantry.

UNIQUE PATTERNS:	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>

REPORT TYPE: PCW

I.D.: Coder 2 S E SEQ 25 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	ORD#	Acts as a suggestion for first thing to come to the P's mind as well. Maintains rapport at the same time, while getting P to go internal.
		("The first thing that comes to my mind...")
	AD	"Elite" engineering unit -- elite how? Makes it sound glamorous.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 26 CROSS-REF _____

Purpose: Things to be a successful R

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: N/A

Range: BEC (p. 61, para 10, line 38) END (p. 66, para 8, line 24)

II. COMMUNICATION STRATEGIES

- BELIEF:** 1 - Important to pay attention to detail in recruiter school. Even things that seem unimportant.
- 2 - Learn regulations, the basic course.
- 3 - Know where to look for things when you don't know the answer -- learn that first. Know the 601-210 -- it's the bible for Rs.
- 4 - School is an ideal situation but it's going to be different in the field.
- 5 - You want the new Rs to be positive, ready to go, etc.
- 6 - They need to know product knowledge, be prepared for changes.

RULE: _____

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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REPORT TYPE: PCW
I.D.: Coder 2 S E SEQ 26 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

- 7 - Don't let an interview personally affect you if it doesn't go good.
- 8 - There's going to be a certain percentage of failure for each success, recognize it.
- 9 - Do the best you can to where you feel good, not just minimum standards.
- 10 - When you've accomplished what you're supposed to, stop, take a deep breath and feel relaxed and then go in and make more. After you make requirements everything seems easier.
- 11 - Don't let the pettiness bog you down.
- 12 - Do the best you can. It's more than what's required.
- 13 - Recruiting's a good field if you keep your self respect and remember that you're a professional soldier, the cream of the crop or you wouldn't be out here.
- 14 - Don't give your respect and your authority away when you're out in the field.
- 15 - You make decisions. If you make them and you fail, it's your fault. But don't get bogged down.
- 16 - Set your goals, work towards them.
- 17 - Do it your way, so that you're satisfied with yourself.
- 18 - Some recruiters learn ok in school but get out and start taking short cuts, forgetting what they learned, and they get in a jam.
- 19 - Take the basics and adapt them to your personality.
- 20 - The most important thing is to do it your own way.
- 21 - It takes experimenting, and some time to figure out what's good and what's bad.
- 22 - Accomplishing goals is a by-product of setting them.
- 23 - Four major things: 1) trust yourself, your style, 2) set goals to accomplish, beyond what's required, 3) go for it, 4) have product knowledge.
- 24 - Most people get bogged down with pettiness and never determine their best style. They get into a vicious circle.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 27 CROSS-REF 2E13

Purpose: Handling objectives

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: Office, phone

Range: BEG (p. 66, para 9, line 25) END (p. 74, para 2, line 5)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - An objection means he hasn't explained his program well enough or given them options.

2 - Joining the reserves doesn't put you behind in school. It actually puts you ahead because of the other benefits and the opportunity to continue in school and training.

3 - Basic training for females is geared for them. Has put in small women who have done fine.

4 - Work up to the standards in basic.

RULE:

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Lengthy passage on objections. Talks about objections including being behind in school, the difficulty of basic training, and how good Ps will feel when they finish it, as well as the other values in it. Believes there are no valid objections — the program is too good and everyone should want it. Actually has a vision of the P coming back looking great and feeling great after basic. Sees the end result and describes it for the P. Reiterates objection about women in the Army not really being women. Comments the same

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX /

SEMANTIC: I-R x I-Q x I-C x I-A x I-E x P-C x Oth YB-CON

<u>COMMON</u>	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
PATTERNS:	C-POST	Sets up ability to change frame size and focus of the objection.
	NEG-COM	Softens reality of problems.
	C-LINK	Connects problems to solutions.
	SD	Leaves out how applicant will find solutions, answers.
	ORD#	Lists the order of events in chain in which process will go from objection to success in basic.

<div> <div>UNIQUE PATTERNS:</div> <div>PATTERN OPERATOR</div> </div>	<div>TECHNICAL RESULT OR OUTCOME</div>	<div>EXAMPLE</div>

REPORT TYPE: PCW

I.D.: Coder 2 S E SEQ 27 CROSS-REF 2E13

<u>COMMON</u>	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
PATTERNS:	P with MR, CEQ	Many uses. Presupposes future success based on past. Presupposes maturity, which leads to success. Softens objection by pointing out impossibility of avoiding problem. People's problems have nothing to do with Army — separates Army from problems. Presupposes importance of goals being higher than objections. Presupposes desires of kids, to look different, etc. Presupposes other kids doing nothing, joining the Army more worthwhile than that, gets you ahead. Presupposes kid can do it, since he guarantees it. Presupposes basic is valuable since it is hard. Basic sounds like torture, presupposes it isn't. Presupposes qualify means quality. Presupposes you want excitement, etc. if you want infantry — sets up FEBA in available job areas. Presupposes it's valuable to be forced in basic, since you couldn't do it otherwise — turns negative into positive. Presupposes if people see you differently, you must be better. Presupposes you can only get these benefits in Army. Presupposes you'll join by talking about what will happen when you come back. As if frame.
	MF with M/W, C-EX	Many more. All used to make Ps believe basic will be ok.
	C/FS with CU, CD	Used to show you can't get away from problems. Also to show women that they aren't in competition with men in basic training.
	RE-D	Basic is to help you, not break you. ("These elements...") used to describe undesirables, tends to distance people with problems from Army.
	R/S	Used throughout to point out that the problems aren't with the Army, but with society. Basic geared toward females. You won't be behind in school. Points out fallacy of objections.
	CHAINS	Moves kid toward good feelings consistently, step by step. Often redefines, points out reality, creates relief, shows benefits, future paces.
	YB-CON	Accepts existence of problems but sets up to negate their relative importance.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S E SEQ 28 CROSS-REF _____

Purpose: How to present to different groups, CAT levels, etc.

Cycle: Pros__ Rap__ Qual x N&I__ FEBA x Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Phone, office

Range: BEG (p. 75, para 3, line 9) END (p. 78, para 5, line 17)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You don't want to mention programs if you know people are not qualified for them.

2 - Lower CAT levels are easier because if you find a job they're qualified for they'll take it. Higher levels are more finicky. Lower categories already sold, begging to get in.

3 - Recruiting for reserves means short time gains. Motivations of recruits are different, e.g. excitement for a short time. Don't want to spend a long time away from home.

RULE: 1 - Avoid lower category levels. Recruit for quality, let the rest walk in the door.

2 - Still sells everyone on a part-time job.

3 - The styles the same for selling, but different programs for different levels.

4 - Know what kind of group you're up against and prepare what you think will be interesting and beneficial.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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REPORT TYPE: _____ PCW
I.D.: Coder 2 S E SEQ 28 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 4 - Males will make a decision on the spot more often. Women want to mill
it over -- they need more reinforcement.
5 - Middle age group, 26 and up, start to feel they need to make a
decision for the future. More readily make a decision. Probably have
already sold themselves. But they don't have a sense of urgency.
6 - For the younger group, it's the first big decision they have ever
made.

PROTOCOL LOG

Coder: 2

Subject: F

PS	REF	CYCLE	TOPIC
1	1(1)	Rap, N&I, FEBA, Clo	Dealing with kid and parents together
2	3(5)	Pre-Q, FEBA, Clo	Ways of competing with other services
3	4(8)	FEBA, M/A	Motivation in selling, persistence
4	5(3)	Pros, N&I, FEBA	Recontacting people, buying motives, picking up signals
5	6(12)	H-O	Handling fear of basic
6	7(6)	Pros, FEBA, Clo	Persistence
7	8(3)	Pros	Taking time and being direct with kids when you need to
8	9(5)	Rap	Ways of establishing rapport
9	13(3)	Rap, DEP, F-Up	Maintaining rapport with kids, including DEPs, kids in basic
10	13(11)	M/A	Personal motivators
11	15(10)	M/A	Beliefs and strategies for self-motivation
12	18(1)	M/A	Making lists of goals to stay motivated
13	20(11)	FEBA	FEBA, even in tough areas — high income
14	21(12)	Pros, Pre-Q, N&I, FEBA	Variety of techniques and goals for Pre-Q, N&I and FEBA
15	24(9)	DEP	DEP management
16	25(1)	Pre-Q, N&I, Clo	Pushing kids to get in, noticing differences in kids
17	28(1)	Rap, Pre-Q, N&I	Distrusting people, finding their interests
18	29(2)	Rap, DEP	DEP management
19	30(5)	M/A	Rules for self-motivation
20	31(13)	H-O	Handling objections to basic training
21	33(8)	Pros	Area canvassing strategies
22	35(1)	H-O	H-O, mostly fear
23	37(3)	FEBA, H-O	Presentation skills in H-O primarily
24	38(9)	Clo	Knowing when/how to close
25	40(1)	M/A	Handling burnout
26	42(5)	M/A	The need for self-motivation

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 1 CROSS-REF _____

Purpose: Dealing with kid and parents together

Cycle: Pros Rap x Qual N&I x FEBA x Clo x H-O DEP F-UP M/A Oth

Setting: Home visit

Range: BEG (p. 1, para 1, line 1) END (p. 3, para 3, line 15)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Sometimes you have to talk to the parents and ignore the kid, even when you're all together. If you convince the parents the kid will often go along.

2 - What they ask about most is what they're most interested in.

RULE: 1 - If you think there is a problem with the parents, go talk to them.

2 - Whatever they ask the most questions about is what you sell.

3 - If they lean forward they're interested, backward they're bored.

4 - If you say it's time to leave, and they ask you to stay, it's a good sign.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes kid he had problems with because the kid thought his parents would object to service. Went to the home and talked with the parents, ignoring the kid for an hour and a half. Convinced the parents, and the kid went along. Convinced the parents by selling college fund, found out that the father had been in favor all along and that the mother was the only problem. Once she was sold on the college money, that was it. At one point he said it was time to leave, the mother asked him to stay and have coffee—

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/
SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth_____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:		

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

REPORT TYPE: PCW
I.D.: Coder 2 S F SEQ 1 CROSS-REF

BLOCK DESCRIPTION	CONTINUATION
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OVERVIEW: that was an important indicator to him.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 2 CROSS-REF _____

Purpose: Ways of competing with other services

Cycle: Pros Rap Qual x N&I FEBA x Clo x H-O DEP F-UP M/A Oth

Setting: Office, phone

Range: BEG (p. 3, para 5, line 18) END (p. 4, para 2, line 20)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - It's best to be honest with someone, especially if you think the other services are promising something they can't deliver.

2 - Sometimes someone's grades can suffer from outside reasons, but they can still be intelligent.

RULE: 1 - Don't promise anything to someone before you know they're qualified for it.

2 - Tell them to go ahead and check the other services.

3 - Stay in contact, even after they say no.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes a college woman who was looking at all the services, how the
others weren't honest with her. Finally got her by following up and
showing caring and honesty.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth_____

**COMMON
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

**UNIQUE
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 3 CROSS-REF _____

Purpose: Motivation in selling, persistence

Cycle: Pros Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 4, para 8, line 36) END (p. 5, para 1, line 4)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - Loves to help out people who need a mission, get extra points, and beat out the other services.

2 - You can outsell the other services because of the available programs.

3 - Feels any kid he talks to is his until he can't work it anymore and the kid is definitely turned off.

4 - Would rather lose a few who are turned off to get the many who aren't.

RULE: 1 - Constantly resell what you have so they don't go to one of the other services.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 4 CROSS-REF _____

Purpose: Recontacting people, getting buying motives, picking up signals

Cycle: Pros x Rap Qual N&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 5, para 3, line 7) END (p. 6, para 6, line 19)

II. COMMUNICATION STRATEGIES

RELIANCE: 1 - The more people you talk to the better.

2 - A lot of recruiters go off the deep end and don't catch the ultimate buying motive.

3 - You can tell a lot from body motions, facial expressions, a little smile, if he leans forward, etc.

4 - Once you get your point across, a lot of questions become unimportant. Sometimes they're just to get a response from you.

RULE: 1 - Talk to as many people as possible.

2 - Always recontact.

3 - Once you catch the ultimate buying motive, you should always work that the most. Reiterate that time and again.

4 - Pay attention to body cues, etc.

5 - What they ask about most is what they're interested in. It always tells you what the buying motive is, and their fears.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S F SEQ 4 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

RULE:

6 - Don't let them ask questions just to get you to respond, don't give
them the response -- offensive or defensive.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 5 CROSS-REF _____

Purpose: Handling fear of basic

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: Field

Range: BEG (p. 6, para 12, line 32) END (p. 6, para 12, line 43)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If a question is important, he'll keep asking it.

2 - A lot of guys ask about basic training because of fear.

RULE: 1 - Overcome some of the fear of basic by ignoring it to a point. If they come back to it, say it isn't all that difficult.

2 - When you're on someone else's turf, don't give them the advantage. You take it.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S P SEQ 6 CROSS-REF _____

Purpose: Persistence

Cycle: Pros x Rap Qual N&I FEBA x Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 7, para 6, line 10) END (p. 7, para 10, line 29)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A kid wouldn't have agreed to an appointment in the first place if he wasn't interested.

2 - If a kid gets a full scholarship you might as well hang it up. Unless the kid really wants to go, or if you can convince the parents — then the kid will ultimately go.

RULE: 1 - Keep persisting.

2 - Show him what the program will do. If it doesn't, be the first to admit it.

3 - The only time to give up is when the kid gets a scholarship to college.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 7 CROSS-REF _____

Purpose: Taking time and being direct with kids when you need to

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Office, phone

Range: BEG (p. 8, para 3, line 5) END (p. 9, para 3, line 12)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Time heals all wounds. A long time means years and years.

2 - You may need to be downright rude and vulgar in some circumstances.

RULE: 1 - Be firm when you have to.

2 - Set the kid up for a change if that's what he needs.

3 - When he makes the change, accept it, be friendly.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.					
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes case of a young man who was living on his parents welfare checks.
He was asked to intervene by a social worker. He called the kid and chewed
him out, told him he was no good, and he didn't want to have anything to do
with him — but call him when he grows up. So the kid did, came in and
joined the Army.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q x I-C I-A x I-E P-C x Oth AIF

COMMON

PATTERNS:

PATTERN OPERATOR

CEQ with AIF,
RE-D, C/U

TECHNICAL RESULT OR OUTCOME

Defined the kid as lazy, and not worth his time, to set up the presupposition below. Other motivations to get his act together as well — such as telling him he didn't want him in the Army. Set up a polarity response.

UNIQUE

PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

REPORT TYPE: PCW

I.D.: Coder 2 S F SEQ 7 CROSS-REF

COMMON
PATTERNS: P with MF

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

Used to future pace the kid calling later on — and at the same time insure that the kid would really be ready someday, and that would be when he called. Stated as an afterthought, the last thing he mentioned — also the most important.

("One other thing, when you're ready to grow up, call me.")

Followed up when the kid came in, setting new frame in which to deal easily.

("I guess you're ready.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 8 CROSS-REF _____

Purpose: Ways of establishing rapport

Cycle: Pros Rap x Qual N&I FEBA Clo B-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 9, para 5, line 17) END (p. 12, para 3, line 9)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - He can communicate, bring things down to their level.

2 - Speaking to kids as you would to troops won't work.

3 - They have to find out you're a human being.

4 - To be effective at communication you have to have good rapport.

5 - Kids come in pretty tight, but you can see them loosen up.

6 - You have to get them to talk to you or you can't help them.

7 - If you have them pretend you are someone else, it may help them loosen up.

8 - If you get them to understand why they have to talk to you, they will.

RULE: 1 - You have to bring things down to the level of the kids you're talking with.

2 - Talk to them about problems, girl friends, etc. Make them see you as a human being.

3 - You have to be quick — when you get a commitment, get them up there as soon as possible, before they change their mind.

4 - If kid isn't going to college, needs money, push money.

5 - Crack a few jokes to get kids to loosen up, gain rapport.

6 - When they get more talkative, rapport is increased.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: _____ PCW
I.D.: Coder 2 S F SEQ 8 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

RULE: 7 - Comment on situation if need be, to get kid to loosen up.
8 - Ask how others get him to open up, suggest he think of recruiter as
someone kid is close to.

III. COMMUNICATION PATTERNS

OVERVIEW: Describes ways of getting and maintaining rapport. Joking with kids, talking on their level, watching for them to loosen up, listening for them to get more talkative. Describes ineffective recruiter who would talk to kids like they were troops, not personable enough. Mentions difficult kid to get talking — meta-commented to open the kid up.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R x I-Q x I-C I-A x I-E P-C x Oth AIF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: P	Always presumes he and kid are a team. In that frame the quickness seems less pushy. ("Let's deal with this...get your physical, put you in the Army.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

REPORT TYPE: PCW

I.D.: Coder 2 S F SEQ 8 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	MO with P	Meta-comment. Explained to kid that he had to talk or they wouldn't get anywhere. ("You're not very talkative, are you?") Tag question to elicit a quick answer. Says (presumes) — ("You're not like this at home, are you?")
	C-EX with P, AIF	Asks kid how his mom gets him out of his shell — wants to know what to do. Gets immediate answer and explanation. Suggests kid pretend recruiter is his older brother.
	CD	Explained a program could be set up especially for that kid — personalizes the process.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 9 CROSS-REF _____

Purpose: Maintaining rapport with kids, including DEPS, kids in basic

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP x F-UP x M/A Oth

Setting: _____

Range: BEG (p. 13, para 3, line 6) END (p. 13, para 7, line 34)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A kid wants you to like him, care about him. Everybody wants to be liked.

2 - Once you show a kid that you do like him and care about him, he'll do more things for you.

3 - A lot of parents don't spend as much time with their kids as they should — get others to do it. Recruiter can do it.

RULE: 1 - Spend time with kids.

2 - Treat them like anybody else.

3 - Get kids to write when they're in basic. Can call drill sergeant if they don't.

4 - Contact parents while kid's in basic.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 10 CROSS-REF _____

Purpose: Personal motivators

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 13, para 11, line 42) END (p. 15, para 2, line 15)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Not satisfied with just one thing.

2 - Doesn't want to be there but still wants to to the best job he can. Doesn't want to do a half-assed job. Will shoot for the highest rank possible.

3 - Achieving recruiter's rank will give him satisfaction that he did the best he could do.

4 - Making mission is just half-assed.

5 - Likes to hear someone tell him he did a damn good job. Likes awards, he's greedy. Wants everything he can get.

RULE: 1 - Don't do a half-assed job.

2 - Making mission is just half-assed.

3 - Over produce at least one or two guys a month.

4 - Challenge other recruiters.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
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REPORT TYPE: PCW
I.D.: Coder 2 S F SEQ 10 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

6 - Likes to challenge other recruiters. If he gets beat out for recruiter of the month or quarter, he gets pissed.

7 - Knows he's done a good job when parents come in and thank him for putting their sons in the Army.

8 - Knows he's done a good job if he ever produces one or two guys a month. Goal is 11 or 12 people in a month.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 11 CROSS-REF _____

Purpose: Beliefs and strategies for self motivation

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 15, para 10, line 33) END (p. 17, para 3, line 26)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Wants something in his life. Needs excitement constantly. Likes the challenge, likes to win.

2 - Gamesmanship and strategy lead to satisfaction.

3 - Knows he could get out of the Army and make 15 times as much money, but he likes the Army, so he'll do the best he can, even in a job he doesn't like.

4 - Likes the idea of retirement after 20 years, a check to fall back on no matter what.

5 - Nobody's perfect, everyone makes mistakes.

RULE: 1 - Satisfaction comes when you've won or at least made a tying effort.

2 - If you do nothing and don't care to, you'll be a loser.

3 - Don't be afraid to admit mistakes.

4 - Don't let the job get to you. If you need to go home, go home.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S F SEQ 11 CROSS-REF

I.D.: Coder 2 S F SEQ 11 CROSS-REF

BLOCK DESCRIPTION	CONTINUATION
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DESCRIPTION	CONTINUATION
1. Name of the vessel	
2. Date of departure	
3. Name of the captain	
4. Name of the commanding officer	
5. Name of the vessel	
6. Date of departure	
7. Name of the captain	
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91. Name of the captain	
92. Name of the commanding officer	
93. Name of the vessel	
94. Date of departure	
95. Name of the captain	
96. Name of the commanding officer	
97. Name of the vessel	
98. Date of departure	
99. Name of the captain	
100. Name of the commanding officer	

BELIEF: 6 - People who strive for perfection all the time just aren't happy.

6 - People who strive for perfection all the time just aren't happy.

III. . COMMUNICATION PATTERNS

OVERVIEW: Long list of personal motivators. Also a brief mention of getting referrals in a restaurant. Lots of comments about money, values, etc.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A I-E P-C x Oth DBF, S-CON

COMMON

PATTERNS: DBF with S-CON,
R/S, IN

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

Gives double bind to restaurant owner — says if he doesn't want him to recruit his employees, he'll have to pay them more. Gets restaurant manager to work with him, give him referrals.

UNIQUE

PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 12 CROSS-REF _____

Purpose: Making lists of goals to stay motivated

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 18, para 1, line 1) END (p. 18, para 1, line 10)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - Getting one out of five kids you talk to would be real hard.

2 - After achieving rank in recruiting, there is nothing else for him to do
since he doesn't want to take over the station.

RULE: 1 - Make a list of things you want to accomplish, and don't detract from it.

2 - Keep updating your goals.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 13 CROSS-REF _____

Purpose: FEBA, even in tough areas -- high income

Cycle: Pros Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 20, para 11, line 38) END (p. 21, para 6, line 20)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If people in America have money, they don't think their kids need to go into the service.

2 - A high income area, averaging over a hundred thousand a year, is really tough to recruit in.

3 - If he had money, his son would go in the service first, to see what it was like.

4 - It is still possible to sell a kid from a family with money.

5 - You have to find out what works by trial and error.

RULE: 1 - If a kid has money, sell him by comparing him to his dad and what he went through.

2 - Don't be afraid to try anything as long as it's not illegal.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Talks about recruiting in high income areas, recruiting high income family kids.

PREDICATE: Vis___ Aud___ Kin x Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E x P-C x Oth___

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	NEG-Q	Forces kid to think of what he's presenting
	HOC with AS	Gets kid to think about how his dad was helped by service, so he should follow along.
	CONS	Convinces kid that he may know how to have money but not keep it — service will teach him skills.
	OR	Gives kid illusion of choice — either join the Army, or get in trouble.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 14 CROSS-REF _____

Purpose: Variety of techniques and goals for Pre-Q, N&I and FEBA

Cycle: Pros x Rap Qual x N&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Various

Range: BEG (p. 21, para 12, line 38) END (p. 23, para 5, line 17)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The SMAATTRESS technique is successful. Boring but successful.

2 - You can deviate from it a little but not too much.

3 - Spending time on the phone is ineffective. Get the appointment and get face to face if you want to be effective.

4 - Spending ten minutes on an unqualified person isn't a waste if you have back-up people to see, good time management.

5 - Anybody who won't talk to somebody who might not be qualified is stupid — spend time with the kid and find out for sure.

RULE: 1 - Don't spend more than about 4 minutes on the phone. Get the appointment.

2 - Get people from the same area and make 3 or 4 appointments to manage your time well.

3 - Couldn't care less over the phone about Pre-Q.

4 - Your objective in the appointment is to sell the Army. The money, the programs, the college fund.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S F SEQ 14 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

6 - The phone is boring, spend as little time on it as possible.

7 - Without the money, programs, college fund, the Army would have a tough time recruiting.

8 - In this area, sell college money. It is such a poor area, most people never had five thousand dollars before.

9 - Sell the kid what interests him -- once he's in he's going to like it anyway. It's a means to his goals.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 15 CROSS-REF _____

Purpose: DEP management

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP x F-UP__ M/A__ Oth__

Setting: _____

Range: BEG (p. 24, para 9, line 38) END (p. 24, para 9, line 47)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If a guy doesn't talk to his DEPs all the time he's going to have losses.

2 - Every recruiter has them, those that deny it lie.

3 - If you do what you are supposed to, following up, functions once a quarter, take them to dinner, hold your own functions, give a shit, etc. — you'll do ok.

RULE:

<u>SEQUENCE:</u>	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 16 CROSS-REF _____

Purpose: Pushing kids to get in, noticing differences, etc.

Cycle: Pros Rap Qual x N&I x FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 25, para 1, line 1) END (p. 27, para 4, line 16)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - World experience is different between high school kids and college kids.

Materialism less for college.

2 - DEPers can tell you which kids are smart, and they will.

3 - Some schools can't put out a 3A, others are good.

4 - Doesn't like to make judgments on appearance because a kid may never have been taught. Army can teach him. Can judge partly on a kid who parts his hair down the middle. Just because he's sloppy doesn't mean he don't care.

5 - Everyone has something good in him.

RULE: 1 - Get kids in as soon as possible — it works. Tell them the job might not be there if they wait too long.

2 - Always be truthful with kids.

3 - Go through SMAATTRESS with a kid with a high QT who knows what he wants.

4 - Spends more time with higher level kids because he'd rather recruit them.

5 - Use ASVAB and DEPers to pre-screen kids for you.

6 - Treat all kids as human beings. Treat 3A's a little different because there is more available to them.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE:

PCW

I.D.:

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F

SEQ

16

CROSS-REF

BLOCK

CONTINUATION

RULE:

7 - Don't judge on appearance.

8 - Look at the Army's overall perspective — what you can use as a leader.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S F SEQ 17 CROSS-REF _____

Purpose: Distrusting people, finding their interests

Cycle: Pros Rap x Qual x N&I x FEBA Clo H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 28, para 1, line 1) END (p. 28, para 7, line 37)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you interrogate a kid, he'll think you think he's lying, and you won't get anywhere.

2 - Recruiters make the mistake of thinking they have the buying motive, but they sell the wrong thing. They need to ask more questions.

3 - You can find out what the kid wants by asking enough questions. Sometimes by being direct.

RULE: 1 - Distrusting everyone until they prove they're trustworthy and questioning everything they say like it was an interrogation won't work. You can do it to a degree but don't let the kid think you're doing it.

2 - Ask lots of questions, go to other things, make sure you have the dominant buying motive. Cover it three times in the same area, then go to something else.

3 - If a kid comes into the station wanting the Army, you should get him. But he needs that certain click. Find it.

4 - Be direct if you have to — tell the kid to tell you what he wants.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: _____ PCW
I.D.: Coder 2 S G SEQ 21 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

BELIEF:

5 - He was able to use street lingo in his former post — but he would
clean it up when he went into the schools, counselors offices, etc.
6 - In his present one, he has to be much more careful and articulate
with his speech.
7 - There is a great deal of prejudice in his current area. He realized
he needed to be "wise and professional" now.
8 - Had no question that he would be successful.
9 - He's American first — if you can't do it here you can't do it any
place. He's providing a service.
10 - If you have the ability to communicate with someone else and show
them that you're really trying to help, they'll accept.
11 - Being courteous will get you respect.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 22 CROSS-REF _____

Purpose: Establishing rapport by being professional and courteous

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Applicant's house

Range: BEG (p. 42, para 3, line 5) END (p. 43, para 7, line 22)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Be very polite to parents.

2 - It's something to have a family like that invite you to stay for dinner.

3 - It's best to avoid the issue of race in certain of these situations.

4 - In previous area, he could have thrown his tie and hat in the middle of the street, and no one would have cared. Here it's different.

5 - In the South and Southeast, in rural areas, many of the older people served in the Armed Forces, perhaps in Korea. They'll notice right away if you're out of uniform. It's different in the city.

RULE: 1 - Avoid talking about race if it's a touchy issue in the area.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S G SEQ 22 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 6 - Had more trouble establishing himself among his own race, blacks,
than whites.

III. COMMUNICATION PATTERNS

OVERVIEW: Describes a visit to the home of a kid and how he was very polite and careful with the kid's parents. Very polite to parents, involved them right away.
Never brought up racial mixture of the Army — avoided the issue altogether.
Compares that to other area he worked in in which things were much looser.

PREDICATE: Vis x Aud Kin Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q x I-C I-A x I-E P-C x Oth

COMMON PATTERN OPERATOR

PATTERNS: P with MF

CEQ

TECHNICAL RESULT OR OUTCOME

Look forward to working with parents to satisfy son's needs — presupposes they are all working for the same goals, sets up his presentation, sets frame.

Army = a development company.

UNIQUE
PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 23 CROSS-REF _____

Purpose: Telephone techniques

Cycle: Pros x Rep x Qual x N&I FEBA Clo B-O DEP F-UP M/A Oth

Setting: Phone

Range: BEG (p. 43, para 9, line 27) END (p. 48, para 4, line 29)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Everyone hates the telephone -- including him.

2 - But the phone will make or break you.

3 - He'd rather be speaking to a group -- likes the visual contact.

4 - You can go miles on the phone quickly, whereas to actually drive around is slower. Also saves time on Pre-Q.

5 - If you're cordial, you won't offend anyone.

6 - It's a confidence builder for new Rs to realize they have as much control over the phone as the P they're talking to. Most Rs are afraid to use it.

RULE: 1 - Pre-Q on phone. Height, weight, law violations.

2 - Accept all objections and redefine. Be cordial.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Role play of a typical phone prospecting call. Good rapport skills. Lots of redefinitions and presuppositions to enhance rapport. Lots of MOs and other things to create curiosity. Persistence as well. See below.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R x I-Q x I-C I-A x I-E P-C x Oth YB-CON,PF,

COMMON PATTERN OPERATOR

PATTERNS: P with MR, MO,
AWARE, YB-CON

TECHNICAL RESULT OR OUTCOME

Handles objection before it is brought up — allows him to ask questions within the frame of understanding they're intrusiveness. All softening techniques.

("Probably sounds rude...")

PF

Accepts answers, tells about personal experiences that are similar, asks questions to expand on similarities. Restates many answers.

UNIQUE **PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

REPORT TYPE: PCW

I.D.: Coder 2 S G SEQ 23 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	FP-CON	Relates agreements and benefits to what they'll talk about later, and other benefits.
	CU	Takes raising crops and expands up to importance of farming, then to playing a role in the future of the country.
	CEQ with A-OUT, IN	Takes playing a role in the future into another way to do it — by joining the Army.
	C/FS with CD	Mentions joining the Army as a "short period of time" after which, he can come right back and continue. As if it is hardly an interruption. Short compared to what?
	SD with N, MO, UV	Lots of ways of being vague to create curiosity and kid to agree to an interview to get the answers.
	P with RE-D	Lots of presuppositions to keep rapport, show that they are looking for the same things. Two choice close for appointment.

REPORT TYPE: _____ PCW
I.D.: Coder 2 S G SEQ 23 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

OTHER:

FP-CON

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 24 CROSS-REF _____

Purpose: Quick techniques for getting N & I

Cycle: Pros Rap Qual N&I x FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

nge: BEG (p. 48, para 6, line 32) END (p. 51, para 3, line 8)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Giving a kid a hypothetical situation of anything he could have, he'll tell you what interests him.

2 - A lot of times kids will throw out false leads.

3 - Army can meet just about any needs, provided that the kid will share them.

4 - You need to continually probe.

5 - People buy for different reasons, but if you get the contract, you hit the right one.

RULE: 1 - Continually probe for N & I.

2 - If you get the contract, you met the need.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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OVERVIEW: Another role play of techniques for gathering N & I. Lots of language patterns demonstrated and commented on. Beliefs about getting information discussed also.

SYNTAX/
SEMANTIC: I-R I-Q x I-C I-A x I-E x P-C x Oth S-CON, AIF,

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	M-4 with AIF	AIF suggesting kid could have anything he wanted. Allows kid to let his imagination run and gives interests freely. Also uses the word "harvest" in describing how the kid can get everything he wants — related to farming, what the kid does. Sets up the close.
	SD	Challenges deletions in kid's goals to get him to be more specific.
	C-POST	Sets up fantasy of jumping out of plane.

<div data-bbox="127 1031 256 1058">UNIQUE PATTERNS:</div> <div data-bbox="282 1031 566 1058"><u>PATTERN OPERATOR</u></div>	<div data-bbox="723 1031 1253 1058"><u>TECHNICAL RESULT OR OUTCOME</u></div>	<div data-bbox="1291 1031 1409 1058"><u>EXAMPLE</u></div>

REPORT TYPE: PCW

I.D.: Coder 2 S G SEQ 24 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	FP-CON	Fantasy of jumping from plane — highly kinesthetic. Comments on experiencing and not just seeing — interesting. Forces kid to be associated in images.
	S-CON	Conditional close.
	MO	Create possibility, curiosity, motivation.
	SCO-AM	Ambiguity between literal meaning and just realize, i.e. agree. ("...realize your mind...")

REPORT TYPE: PCW
I.D.: Coder 2 S G SEQ 24 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

OTHER:

FP-CON

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 25 CROSS-REF _____

Purpose: Handling objections, including ones that come up after you have agreement

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: Office, phone, etc.

Range: BEG (p. 51, para 5, line 10) END (p. 53, para 1, line 40)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You're not the only recruiter here. When he walks out the door, he's got a whole lot of people trying to recruit him back where he was. You can prepare him before he leaves.

2 - An objection means the kid needs more information.

3 - You're going to have objections in some form during an interview.

4 - A hard one to handle would be, "I am not joining...don't call me no more..."

5 - Handle objections with parents, peers, as systematically as with the kids.

RULE: 1 - If a guy gets cold, or refuses to commit, then you have to go back and reprobe for the dominant buying motive.

2 - You must emphasize and instill in a guy the importance of joining the United States Army.

3 - Prepare a kid, before he leaves your office, for the peer pressure he's going to get not to join.

4 - Talk to the people who are giving the kid a hard time if necessary.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW

I.D.: Coder 2 S G SEQ 25 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	CU with CONS	Handling mother on phone, points out that if all mothers (CU) felt that way, she wouldn't be experiencing her freedom now (CONS).
	IN with R/S, AS, C/FS, RE-D	Says what men in the Army are doing is allowing her son to finish high school. Tremendous guilt trip to motivate her to think of the wider issues. Also suggests her son give that same opportunity to others. Also his intentions are only to show him some of the programs available. ("...is he too good to allow somebody that opportunity?")
	N with UV	Lots of vague language to allow her to fill in her own pictures to feel guilty about. Also to sound more philosophical.
	RE-D	Redefines killing as peace keeping. No duress, free will.
	A-OUT	Gives several possible new outcomes that sound a lot better, more palatable, than her objections.
	P	Two choice close for interview — I could come out there or you could bring him here.
	R/S	Reminds her that they haven't been involved in a major conflict since 1972 — she can take that label and burn it.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 26 CROSS-REF _____

Purpose: How to close

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo_x H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Anywhere

Range: BEG (p. 53, para 5, line 46) END (p. 54, para 1, line 2)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Two-choice close is good.

2 - Also telling him what you want him to do.

RULE: _____

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes two-choice close.

PREDICATE: Vis___ Aud___ Kin x Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C___ Oth_____

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: P

Each of these closes presupposes the kid agrees.

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 27 CROSS-REF _____

Purpose: Handling DEPS, making sure not to lose them

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: Everywhere

Range: BEG (p. 54, para 3, line 5) END (p. 57, para 5, line 15)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Only medical reasons should be allowed as a DEP loss. You have to be forceful with these kids. They work for you.

2 - DEPS are very important. Believes he's a master at giving talks to people to make them feel important. Many recruiters fail to do that.

3 - Very important for DEPs to stay in touch, come in, talk with him, etc.

4 - DEP's job is to get referrals.

5 - Prefers dealing with the group to one on one. Get a feel for weapons, drill together, march, etc. Could tell he had a good program when they got motivated.

RULE: 1 - Instill in them that you are the sergeant and they're the privates.

2 - Instill their importance into them.

3 - Make them come in, stay in touch. When he had his own, they had to call every Monday. If they didn't he called on Tuesday.

4 - Make them get referrals.

5 - Get the kids a feel for weapons, drill together, march, etc. Also, help going over high school lists, getting referrals. "Privates are to be used."

6 - Give things away at DEP functions for referrals, achievements, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: _____ PCW
I.D.: Coder 2 S G SEQ 27 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 6 - Doing these activities helps when they get to basic.

RULE: 7 - Don't let them get on a first name basis, they call you Sergeant,
you call them Private. No matter what you do, let them know you're
the boss.

III. COMMUNICATION PATTERNS

OVERVIEW: Describes handling DEPs, being forceful, letting them know who's boss, etc.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q x I-C x I-A x I-E P-C x Oth

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: CE with P, MO

Ordering them to stay, the only way they leave is if he fires them, and he isn't going to. Gives orders to kids in the framework of what he must know about them, and how they will let him know.

CEQ with CONS

Giving responsibility and defining it for the kids.

MF with R/S

Reminds them that without them there wouldn't be an Army. Gives a sense of greater importance.

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 28 CROSS-REF _____

Purpose: Working with guidance counselors, schools, getting referrals

Cycle: Pros x Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Schools

Range: BEG (p. 57, para 9, line 20) END (p. 60, para 1, line 1)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - There's not a guidance counselor out there that cannot be communicated with if it's done properly.

2 - Most recruiters do things, directly, that guidance counselors don't like.

3 - Counselors have a very deep sense that they are in control of the schools — education, the future, is in their hands.

4 - One of the biggest mistakes a recruiter can do is go into a school with poor personal hygiene. Another is make innuendoes, or get overly friendly with the school girls.

RULE: 1 - Treat school counselors very delicately.

2 - Don't be too friendly or make innuendoes to the girls.

3 - Don't conduct appointments in school. Just get name, address, phone, and contact later.

4 - You have 1200 miles a month on your vehicle, and a nice credit card — use it.

5 - Give a gift at the beginning and the end of the school year to the counselor.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: _____ PCW
I.D.: Coder 2 S G SEQ 28 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 5 - Recruiting in schools is a waste of time, you shouldn't conduct appointments in schools. School is for one purpose: to learn. Just make the contact, get the name, address, and phone, and contact the kid later. Nine times out of ten, the teacher's going to be pissed if you take a kid out of class.
6 - Wants to be on his own turf when conducting an interview.
7 - If you include the counselor in the total process, she will help you. It will get you more respect.

RULE: 6 - A new recruiter should be introduced to the guidance counselor by the old one, and bring a gift.
7 - Always check with the counselors before you go running around the school.
8 - Let them know about appointments. Same with processing for enlistment. Always include the counselor in the total process.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 29 CROSS-REF _____

Purpose: Preparing kid for MEPS

Cycle: Pros__ Rap__ Qual__ N&I x FEBA__ Clo x H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: NEG (p. 60, para 11, line 18) END (p. 61, para 3, line 18)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You earn respect at MEPS by doing your job scrupulously.

2 - The MEPS counselors are there to help kids get in the Army, not keep them out.

3 - Kid should only go if he gets what he wants.

RULE: 1 - Don't send an applicant to MEPS in the frame of mind that he can conceal anything. Let him know the counselors there are there to help him get in the Army, not keep him out.

2 - Tell the kid not to go if they don't have what he wants, and to call him.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes the state of mind he wants to send kids to MEPS in. Also demonstrates what he tells the kid before he sends him. Good, thorough description to future pace and prepare him for the experience. He lets the kid know that the Counselor at MEPS is there to help him.

PREDICATE: Vis x Aud x Kin x Olf-Gus Una x Specific

SYNTAX/

SEMANTIC: I-R I-Q x I-C I-A x I-E P-C Oth FP-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	P with FP-CON	Tells kid about MEPS GC's good intentions, and what will go on there. MEPS GC is ("cordial, laid back") — the presupposition being that he is safe and open to what you want. Sets up his suggestion not to let the GC force anything on him that he doesn't want.
	CEQ	MEPS GC = Your link between civilianship and the Army.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 30 CROSS-REF _____

Purpose: Getting kids to send letters back, and stay in touch after enlistment

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP x M/A__ Oth__

Setting: _____

Range: BEG (p. 61, para 7, line 26) END (p. 63, para 6, line 16)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It's important to get kids to stay in contact after they enlist.

2 - Believes the rapport comes from caring and sharing.

3 - May be the same kind of power over people that the Pope, or a minister would have.

4 - Feels no guilt about putting people into jobs in the Army because he didn't twist their arms. Gets a lot of thanks for his help.

RULE: _____

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
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REPORT TYPE: PCW
I.D.: Coder 2 S G SEQ 30 CROSS-REF

**BLOCK
DESCRIPTION**

CONTINUATION

BELIEF:

5 - Would be very disappointed if they didn't contact him later.

Doesn't like to contact kids while they're in basic if he hasn't heard from them because he feels they're having a hard enough time.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 31 CROSS-REF _____

Purpose: To fill kid in on what basic training will be like before he goes

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 63, para 10, line 24) END (p. 64, para 1, line 7)

II. COMMUNICATION STRATEGIES

BELEEF: 1 - Basic is tough.

2 - It is only important to do the best you can.

3 - Expects to hear from/about kids while they're in basic.

4 - You have to give them direction and guidance.

RULE: 1 - Prepare the kids to leave for basic.

2 - Gives the little talk and poem at the last DEP function.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes preparing kids for basic training. Recites the poem/metaphor he gives them as an added pep talk.

PREDICATE: Vis x Aud x Kin x Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q x I-C I-A x I-E P-C x Oth YB-CON

COMMON	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
PATTERNS:	MF with YB-CON	Sets framework that it will be difficult, but the kid can do it.
	P with MO	Tells kid what he expects from him, what he can do, all in a positive framework. Knows they ("are doing their best.")
	M-4	Give nice poem about doing their best - good motivator

UNIQUE	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 32 CROSS-REF _____

Purpose: Beliefs about DEPs and follow-up, getting referrals from enlisted personnel

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP x F-UP x M/A Oth

Setting: _____

Range: BEG (p. 64, para 5, line 15) END (p. 65, para 4, line 26)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If he doesn't get a letter once or twice a week from a kid he's enlisted,
he doesn't think he's doing his job. Not enough rapport.

2 - Rapport leads to lower DEP loss.

3 - When that guy comes back he's going to be a benefit to me.

4 - IRA -- Individual Recruiting Account -- guys bringing in other guys.

RULE: 1 - Teach kids responsibility now, before they get to basic.

2 - Help kids with their dependents, getting ID cards, etc.

3 - Treat the recruiting cycle as a long cycle.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 33 CROSS-REF _____

Purpose: Time management

Cycle: Pros Rap Qual N&I YERA Clo B-O DEP F-UP M/A x Oth

Setting: Everywhere

Range: BEG (p. 65, para 6, line 28) END (p. 66, para 1, line 30)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Time management is one of the most important things.

2 - If you stick with your planning guide, and do what you have scheduled, you'll save yourself time tomorrow.

3 - Station commander is like a band director, trying to help you make sweet music.

4 - If you don't plan time for your family, someone is going to suffer.

5 - It doesn't take 16 hours a day to be an effective recruiter. Quality not quantity.

RULE: 1 - Prepare long term and short term goals.

2 - Keep planning guide up to date. Start at the beginning of the day and stick with it.

3 - Call people one day, and one hour ahead of appointments, to avoid wasting trips

4 - Plan time for your daily interface with the station commander.

5 - Plan time for your family.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S G SEQ 34 CROSS-REF _____

Purpose: Time management in prospecting

Cycle: Pros x Rap Qual N&I FERA Clo H-O DEP F-UP M/A x Oth

Setting: Everywhere

Range: BEG (p. 66, para 5, line 37) END (p. 67, para 1, line 47)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Time management takes planning.

RULE: 1 - When you go out to an area, try to arrange something so you pick up more than one appointment. Knock on doors of people you don't have phone numbers for as long as you're out there.

2 - Always keep a certain amount of RPI's so you can post the area while you're out there. Keep the racks neat.

3 - Go in a few stores, do a little politicking, put up a few posters.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PCW

Coder 2

S G

SEQ 34

CROSS-REF

DESCRIPTION

CONTINUATION

- 4 - Before you leave an area call your station commander and let him know where you are and where you're going. There might be some call-ins you can pick up on the way.
- 5 - Don't schedule appointments too close together. Use the time in between to canvas, knock on doors, etc.
- 6 - Monthly, program time to visit your HSs, keep them abreast of current changes.
- 7 - Long range, schedule ASVABs, people to contact, etc.
- 8 - Make sure your planning guide is legible so if you're out someone can fill in for you and know what you're supposed to be doing.

PROTOCOL LOG

Coder: 2

Subject: H

P#	REF	CYCLE	TOPIC
1	1(6)	M/A	Personal motivation
2	3(8)	M/A	Maintaining satisfaction in recruits through F-Up
3	5(3)	DEP	DEP management
4	5(5)	Rap,	His attitude, especially toward Pre-Q and its importance
		Pre-Q,M/A	
5	8(3)	Rap,DEP	DEP management, mutual respect
6	11(5)	N&I	What kids are interested in, combat arms
7	12(7)	Pros,DEP	Prospecting with DEPs
8	15(3)	Pros,DEP	DEPs, prospecting — helping out at fairs, etc.
	20(2)	Rap	How to gain rapport with strangers
	21(2)	M/A	Maintaining M/A despite circumstances
11	24(8)	Rap,DEP,	Keeping DEPs motivated, prepared
		M/A	
12	25(4)	Pros	Using publicity — the Golden Knights
13	26(5)	Pros,Rap,	Competing with Air Force recruiter
		N&I,FEBA	
14	27(9)	Pros,Rap,	Dealing with girls and the different approaches
		DEP,M/A	
15	30(3)	Clo	Unusual methods of closing
16	33(6)	Clo,H-O	H-O, mosting procrastination
17	37(3)	N&I,FEBA	Selling the Army, benefits
18	40(1)	Pros,Rap,	Goes through the recruiting cycle
		N&I,FEBA	
19	41(7)	Rap	Establishing rapport
20	43(3)	N&I,FEBA	Using Join, SMAATTRESS, finding interests, etc.
21	46(5)	Clo,H-O	Specific closing techniques, especially around procrastination
22	51(2)	Clo	Preparing kid for MEPS
23	58(9)	DEP	Handling DEPs, getting referrals from them
24	63(13)	Rap,FEBA	Rap and FEBA with people, or relatives of P with prior service
25	65(4)	M/A	Characteristics necessary to maintain a good attitude
26	70(9)	Pros,Rap,	Rapport and approach to finding interests
		N&I	
27	73(1)	Rap,M/A	Rapport, positivity

PROTOCOL LOG

Coder: 2

Subject: H

[illegible]

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 1 CROSS-REF _____

Purpose: Personal motivators

Cycle: Pros Rep Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth
Setting: _____

Range: BEG (p. 1, para 6, line) END (p. 2, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Getting promoted is rewarding.

2 - Every day things are also satisfying.

3 - Not satisfied when he goes home and hasn't accomplished something.

4 - Getting questioned by "head shed" about a bad day makes it worse.

5 - Can kick himself "in the butt" to get going when he has to — due to his
"self-pride."

6 - Feels he needs constant training to learn new things.

RULE:

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 2 CROSS-REF _____

Purpose: Maintaining satisfaction in recruits through F-Up.

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP x M/A x Oth__

Setting: Various

Range: BEG (p. 3 , para 8 , line _____) END (p. 5 , para 1 , line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Service after the sale.

2 - Only contact while kid is in basic is through parents.

3 - To be asked to be in someone's wedding is a real sign of appreciation.

4 - Satisfaction comes from knowing he's done a good job without saying join, join, join.

RULE: 1 - Call mom and dad about two weeks after kid leaves for basic.

2 - If you are involved in a wedding or some important event for one of your recruits, get publicity, newspaper, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW:

PREDICATE: Vis___ Aud x Kin___ Olf-Gus___ Uns___ Specific x

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C x Oth_____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	Two-choice -- strong suggestion for kid to appreciate enlistment to avoid conflict. ("thank me or punch me in the face")
	CONS	To girl friend to get her to leave kid along while in basic -- refocuses her attention from her own feelings to welfare of boy friend. ("You're going to get him in trouble...")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 3 CROSS-REF _____

Purpose: DEP management

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP x F-UP__ M/A__ Oth__

Setting: Various

Range: BEG (p. 5, para 3, line _____) END (p. 5, para 3, line _____)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - Have to look out for DEPs, help them whenever they need it, even two in the morning if they're too drunk to drive.

2 - These things come back in the form of good will and referrals.

3 - You can walk out in the community and do a survey asking people about him or the Marine recruiter and find out which one is better.

RULE: 1 - Give all DEPs home phone, have them call collect whenever they need to, if they're too drunk to drive, or whatever.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 4 CROSS-REF _____

Purpose: His attitude, especially toward Pre-Q and its importance

Cycle: Pros Rap x Qual x N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: Office

Range: BEG (p. 5, para 5, line) END (p. 8, para 1, line)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - What's in recruiting for him is faster promotion and the ability to build
an Army the way he sees it.
2 - We got enough "dirt bags" in the Army -- criminals, low mentality, non-HS
grads, etc. Look at kids closely before you get them to join.
3 - You may have to work with people you enlist, so make sure you would want to.
4 - If you catch a kid in a lie, he may be lying about other things as well.
5 - When they threaten the kid with a \$10,000 fine at the MEPS they may get
information from him you didn't. It's a good thing.

RULE: 1 - Don't put everyone in the Army, just those who are worthwhile.
2 - Don't put in anyone you wouldn't want to work with.
3 - Tell kids you won't lie to them and they won't lie to you.
4 - If a kid lies he's a dirt bag. He may lie again. You have to be careful.
5 - Don't waste time on kids who lie to you.
6 - Know the people you put in, be on a first name basis -- though the kids
won't use it, out of respect.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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RT TYPE: _____ PCW
J.: Coder 2 S H SEQ 4 CROSS-REF _____

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

6 - If you tell kids to hold back information when they get to MEPS
it's going to catch up with you.

III. COMMUNICATION PATTERNS

OVERVIEW: Describes his ways of getting kids to open up and be truthful, as well as his strong opinions on honesty.

PREDICATE: Vis__ Aud x Kin__ Olf-Gus__ Wms__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C x I-A__ I-R__ P-C__ Oth__

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	C-LINK	Implies/suggests kid will be truthful helping out with Pre-Q. Also "breaks ice" — rapport. ("I won't lie, and you won't...")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 5 CROSS-REF _____

Purpose: DEP management, mutual respect

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: Various

Range: BEG (p. 8, para 3, line) END (p. 11, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It's ok for DEPs to use your first name though they never do.

2 - You have to earn respect, it starts with rapport on the first phone call.

3 - Ten years ago a recruiter was the biggest liar in the world. But the Army has turned that around with the guarantees, college fund, etc. New respect for recruiters is enhanced by word of mouth.

4 - Giving kids tasks helps them feel a part of the Army. Like they have to do their jobs.

5 - If they bring their friends in, it means you're doing your job.

RULE: 1 - Treat people with respect from the first contact.

2 - Call DEPs by last name, as they would be called by drill sergeants. March them and drill them the same as drill sergeants.

3 - Have the help out in the office, clean up, etc., after parties.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S H SEQ 5 CROSS-REF

BLOCK

DESCRIPTION CONTINUATION

BELIEF:

6 - He'll never have a DEP loss because of apathy.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 6 CROSS-REF _____

Purpose: What kids are interested in, combat arms

Cycle: Pros Rap Qual N&I x FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 11, para 5, line) END (p. 12, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Main attraction of combat arms is bonus and college fund, either-or.

2 - College kids coming in sometimes want a two-year break, help with loans, other educational benefits.

3 - He (and others) could do anything for a short period, even if he didn't like it, for the benefits.

4 - Two kinds of kids in his area: 3A's or they're dumber than dirt — very little in between.

RULE: _____

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 7 CROSS-REF _____

Purpose: Prospecting with DEPs

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: Various

Range: BEG (p. 12, para 7, line) END (p. 15, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - DEP activities are very important.

2 - It's good to teach kids stuff in relaxed atmosphere before they actually ship out. They learn better. Helps them get a sense of the Army and what it's like. Gets them ahead of others in basic.

3 - Feels his DEPs are about 2 weeks ahead of others in basic.

4 - Getting his kids ahead helps his career as well.

RULE: 1 - Call up DEPs and get them together to play ball or other things.

2 - Teach kids whatever is available from handling weapons to filing, posting regulations, marching, etc. Have them practice in front of a mirror if appropriate. Teach them to use the computer.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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DESCRIPTION**CONTINUATION**

5 - Sometimes letting his DEPs work the JOIN for their friends is more effective than him doing it -- then he can just follow up with them later. Other kids can check the RPI racks, etc.

6 - You can help a kid out by giving him a letter to take to basic training to have his sergeant add to his file. A letter from a sergeant, when you're a private, means something -- can build toward a promotion.

III. COMMUNICATION PATTERNS

OVERVIEW: Description of how he teaches DEPs to do certain things and gets them
ahead of others in basic training. He teaches them office procedures,
how to use the computer, marching, weapons, and gives them tasks such as
handling the RPI racks, distributing information at school, etc.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns_x Specific___

SYNTAX/

SEMANTIC: I-R_x I-Q___ I-C___ I-A_x I-E___ P-C___ Oth_____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	SD with UV, MF	Vague statements open up whatever the recruiter wants to suggest, setting large frame for him to teach kids in. Now do this task.
		("Someday you're going to learn something...")
	P	Keeps it light so they can learn in a relaxed way.
		("Play with the computer...")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 8 CROSS-REF _____

Purpose: DEPs, prospecting -- helping out at fairs, etc.

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: Various

Range: BEG (p. 15, para 3, line) END (p. 19, para 7, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It's good to use DEPs to help out when you can't do everything yourself --
like at fairs for PR. Manning booths in shifts.

2 - It's important to get as much exposure as possible.

3 - Little notes on cards can help with restaurant people to get interest,
waiters, waitresses, etc. If it only works one out of 500 times it's worth it.

4 - He's basically a country boy so he can deal with farmers real well.

RULE: 1 - Get DEPs to help out at PR functions. Man booths, run JOIN machine, work
in shifts, etc.

2 - When you go out at night, it can help to wear dress uniform, leave cards,
etc. in restaurants. Leave notes on back of cards to get interest.

3 - Anything to get exposure. Walk around town, go in shops on a nice day, etc.
Go to parks, bring a change of clothes to play ball, etc.

4 - Do something new every week.

<u>SEQUENCE:</u>	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes DEPs helping out at annual fair, using Golden Knights as publicity for community, other community involvement. Got him about three months worth of referrals. Also has used Army band, MP teams, heavy construction equipment, etc. for PR.

PREDICATE: Vis___ And___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C x Oth S-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	S-CON with SD, P	On back of cards left notes for waitresses/waiters in restaurants. Peaks interest.
		("If you want an \$8000 bonus, call me.")
	RE-D	Redirects waitress to think about Army when she asks if she can help him. Makes a light introduction, prevents tension.
		("... you can help by joining the Army.")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 9 CROSS-REF _____

Purpose: How to gain rapport with strangers

Cycle: Pros Rap x Qual NAI FEBA Clo H-O DEP F-UP M/A Oth

Setting: Out in field

Range: BEG (p. 20, para 2, line) END (p. 20, para 6, line)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - Just striking up a conversation with farmers about what they're doing, planting, plowing, milking, or whatever, gains rapport. Talking about the weather is relevant to them.

2 - Thinks it's easy to deal with farmers because he was one.

3 - If he were transferred to some place like New York, it would be hard to communicate at first, but in about a month he could do it. Knows he can adapt.

RULE: 1 - Talk about things relevant to the people you talk with.

2 - Adapt to the different kinds of people you meet.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 10 CROSS-REF _____

Purpose: Maintain M/A despite circumstances

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 21, para 2, line) END (p. 23, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Timing of your activities is important. A lot of phone first, set up lots of appointments one week, then do them, then get guys to the MEPS, etc.

2 - Best thing USAREC could do is give him a station way off of mission -- he could only go up.

3 - People come first. Points will come later by themselves. Doesn't really care about the ring and gold badge. They're nice, but not that important.

4 - Is working to see the Army be the way he wants it, develop the Army of tomorrow. Commission wouldn't mean anything either.

RULE:

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S H SEQ 10 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

5 - Better to miss an award than jeopardize integrity.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 11 CROSS-REF _____

Purpose: Keeping DEPs motivated, prepared

Cycle: Pros Rep x Qual N&I FEBA Clo H-O DEP x F-UP M/A x Oth

Setting: Various

Range: BEG (p. 24, para 8, line) END (p. 25, para 2, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Looks for education, dedicated, motivated, positive kids with integrity.

RULE: 1 - When kids are about to go to basic, give them the message, "Don't let the bastards get you down."

2 - Keep in contact with DEPs all the time.

3 - Takes them out to dinner before they leave for basic -- clears up last minute questions.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes general ideas about preparing DEPs right before they leave,
including case of a kid who he thought would fail but graduated at the top
of his class.

PREDICATE: Vis__ And__ Kin__ Olf-Gus__ Uns x Specific__

SYNTAX/
SEMANTIC: I-R__ I-Q__ I-C__ I-A x I-E__ P-C__ Oth__

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	
COMMON PATTERNS:	P	Challenge to the kid to straighten up, presupposes he isn't capable. ("You're going to be back on the street...")	
UNIQUE PATTERNS:			<u>EXAMPLE</u>

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 12 CROSS-REF _____

Purpose: Using publicity -- the Golden Knights

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Annual fair

Range: BEG (p. 25, para 4, line) END (p. 26, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - This kind of publicity will bring the Army into a community like nothing else.

2 - The Army isn't a bunch of baby killers, gunfighters. You have to let people know that.

RULE: _____

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes going about organizing for Golden Knights, and the response he got. People got a different view of the Army as a result of this kind of publicity.

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns x Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q x I-C__ I-A__ I-E__ P-C x Oth__

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	CEQ with C/D	Equates job of Golden Knights with his job as a recruiter — i.e. sends a message that everyone's job is important and focuses on recruiting. Everyone in the Army has a job — some interesting. This breaks the stereotypes.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 13 CROSS-REF _____

Purpose: Competing with Air Force recruiter

Cycle: Pros x Rep x Qual N&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Applicant's house

Range: BEG (p. 26, para 5, line) END (p. 27, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Showing people the contract gives an edge over the other services.

2 - Two year enlistment is another advantage.

RULE: 1 - Don't give up just because someone says they are not interested.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Story of the first person he recruited. A girl who wasn't interested, but
he drove by her house and saw the Air Force recruiter there so he pursued
her. Won over the Air Force because he was able to show her the contract.

PREDICATE: Vis___ And___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth_____

**COMMON
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

**UNIQUE
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 14 CROSS-REF _____

Purpose: Dealing with girls and the different approaches

Cycle: Pros x Rap x Qual N&I FEBA Clo H-O DEP x F-UP M/A x Oth

Setting: Various

Range: BEG (p. 27, para 9, line) END (p. 28, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Have to refocus a lot of your words when talking to a girl -- can't say
some of the things you'd say to a guy.

2 - It can help to take a DEP along on interviews.

3 - Recruiter's wife can help out in office, and other ways.

RULE: 1 - Get to know family of DEP real well.

<u>SEQUENCE:</u>	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 15 CROSS-REF _____

Purpose: Unusual methods of closing

Cycle: Pros Rep Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: Office, kid's home, several telephone techniques also

Range: BEG (p. 30, para 3, line) END (p. 32, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Sometimes you have to do something outrageous to get the close.

2 - Sometimes it is good to push kids through quickly.

3 - You can feel if a kid is ready, or needs to be pushed.

RULE: 1 - Make the kid feel special if you want to push the close a little. If you can get him to join on the spot it can be worth it.

2 - ABC -- always be closing.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes outrageous behavior designed to get close. Calling station commander at 1:00 a.m. to check on availability of openings, to look like he's taking special measures for the kid. Other examples of giving kid a "last chance" opportunity, etc.

PREDICATE: Vis___ And___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth S-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	S-CON	Sets up close -- conditional close. ("If I could ... would you?")
	P	Two-choice closes. ("When you gonna join?")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 16 CROSS-REF

Purpose: H-O, mostly procrastination

Cycle: Pros Rap Qual N&I FEBA Clo x H-O x DEP F-UP M/A Oth

Setting: Various, office mostly

Range: BEG (p. 33 , para 6 , line) END (p. 37 , para 1 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If kids are HS graduates their DEP usually lasts 30-60 days, not a whole year. It would be tough to keep them in DEP longer than that if they have already graduated.

2 - Have to get kids to move on things or they may not have the same opportunities later.

3 - Kids may need some time to think about their decision, they're young, don't know what they want to do.

RULE: 1 - Push the kid a bit if he is just procrastinating.

2 - Never pound on the desk, order an applicant to join, etc.

3 - Answer objections as directly as possible.

4 - If a kid finishes the interview and has no objections but wants to think about it for a couple of weeks, it's ok. Call after about three days just to check in, but don't ask him to join yes (not on everyone do you do this). With a tough sale, do it and set up another appointment to talk about new things if possible.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S H SEQ 16 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

BELIEF: | 4 - If you ask a 17-year-old why they're going to college they usually
| don't know the answer.
| 5 - A lot of recruiters don't ask "why" when a kid says he's going to
| college.
| 6 - College isn't more worthwhile to life than the Army.

RULE: | 5 - Ask a 17-year-old why they're going to college -- they usually don't
| know the answer.
| 6 - Keep contacting kids even after they say no. Every couple of weeks,
| every month.
| 7 - Do your homework. If you don't know all the facts, check them and
| then call back and make your presentation to the kid.

III. COMMUNICATION PATTERNS

OVERVIEW: Lengthy discussion of objections. Handling procrastination with directness and changing of frame sizes. Lots of UV's.

PREDICATE: Vis Aud Kin Olf-Gus Uns x Specific

SYNTAX!

SEMANTIC: I-R I-Q I-C I-A I-E x P-C x Oth S-CON

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: CU with RS

Implies Army if smaller version of life -- i.e. if you procrastinate on this you'll continue on things for "the rest of your life." Direct challenge to do something now.

C/D with RS

Shows "windows" of opportunity for enlistment, giving kid ideas that he should make choices within smaller time frames to get what he wants. Also disputes need for college by saying it is only necessary in "certain ways of life."

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

REPORT TYPE: PCW

I.D.: Coder 2 S H SEQ 16 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	MF with RS	Same as above, setting frame sizes to suit situation. Also points out constraints of Army system.
	C-POST with S-CON, P, C/FS	Conditional closes to handle objection/procrastination. Forces kid to re-evaluate time frames. ("What's the difference between 60 days and 30 days ... or even 15?")
	UV	Lots of UV's to keep things general enough for flexibility probably. Also sounds more official much of the time.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 17 CROSS-REF _____

Purpose: Selling the Army, benefits

Cycle: Pros Rap Qual N&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Various

Range: REG (p. 37, para 3, line) END (p. 39, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It's important to sell the whole Army, not just a job.

2 - When kids make the appointment, it means they have thought about the service at one time or another, serving his country.

3 - If you pin a kid down with only two choices, he'll either stop you with an objection, or agree to go.

RULE: 1 - Sell the Army, not just a job.

2 - Don't sell a length of time, just describe them, then respond to the kid from there.

3 - Tell kids about the educational benefits, opportunities, recreation, right down to the libraries.

4 - Ask first if they've thought about serving their country. Probe what it means to them.

5 - Talk to kid all the way down to MEPS to prevent QNE.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Discussion about FEBA and reframing kid's desires, redefining service to country, why to join the Army, etc.

PREDICATE: Vis ___ And ___ Kin ___ Olf-Gus ___ Uns x Specific ___

SYNTAX/

SEMANTIC: I-R x I-Q x I-C I-A x I-E P-C x Oth S-CON

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	S-CON, with MO, RE-D, C-EX	Shows kid how he "must" have already thought about service to country, whether he thought of it that way or not.
	P with C/D	Presupposes the kid wants to join and for specific reasons. Also, two-choice closes. ("Why don't you join the Army for what you want to join it for?")
	N with SD	Finds out what "service" means to kid.

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 18 CROSS-REF _____

Purpose: Goes through the recruiting cycle

Cycle: Pros x Rep x Qual M&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Various

Range: BEG (p. 40 , para 1 , line) END (p. 41 , para 3 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Don't have to identify yourself specifically as an Army recruiter when calling college kids -- they already know that.

2 - If you present the college fund the way you're taught in the school, it will take all day.

3 - Believes he's real good on the phone.

RULE: 1 - Treat every kid different depending on needs.

2 - Start with a few yes-no questions.

3 - Don't introduce the college fund the way they tell you in the school. Be short, sweet, and to the point. Then two-choice close for appointment.

3 - Always save a few things to discuss in the appointment -- don't tell them everything on the phone.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 19 CROSS-REF

Purpose: Establishing rapport

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Various

Range: BEG (p. 41 , para 7 , line) END (p. 43 , para 1 , line)

II. COMMUNICATION STRATEGIES

BEHEF: 1 - Thinks he gets rapport on the phone before they even come in.

2 - If a kid answers your questions real quick, is real responsive, you have good rapport. Voice pitches are a clue. Asking others to be quiet so he can hear on the phone, turns off the radio behind him, etc. Talking a little louder is also a clue that rapport is established.

RULE: 1 - Never gets up when someone comes in until he makes sure they are in the right place. Then get right up and shake his hand.

2 - If a kid answers your questions real quick, is real responsive, you have good rapport.

3 - Skips around in the interview to try out the kid, maintain rapport.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S B SEQ 20 CROSS-REF _____

Purpose: Using JOIN, SMAATTRESS, finding interests, inc.

Cycle: Pros Rap Qual N&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 43, para 3, line) END (p. 46, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - JOIN is a good tool. Also SMAATTRESS.

2 - Army can always be favorably compared to business, other areas of life.

RULE: 1 - Use SMAATTRESS to find top three interests, prioritize them, probe a little bit, take notes, sometimes show the video on each one.

2 - Always show the college fund video if education is important.

3 - Never shows the service to country video -- explains that himself.

4 - Personalize presentations, use whatever visuals you need.

5 - Asks kids what SMAATTRESS points mean to the kid to tailor presentation.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Gives several good examples of how he tailors his presentation of benefits to kids. Talks about which videos he uses, using SMAATTRESS, etc.

PREDICATE: Vis ___ Aud ___ Kin ___ Olf-Gus ___ Uns x Specific ___

SYNTAX/

SEMANTIC: I-R x I-Q___ I-C___ I-A___ I-E___ P-C x Oth___

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: C/D	Chunks down to most important needs and interests.
N with SD	Finds out what "service," "money," "job satisfaction," etc. means to kid. Allows him to tailor his presentation.
CU with M-4, R/S	Compares Army rank structure to advancement in any other business. Also says the president didn't start out that way, he started as an actor. Same pattern bud adds a little humor to soften. Uses the clock as a visual aid in explaining rank structure.

UNIQUE PATTERNS:	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>

REPORT TYPE: PCW

I.D.: Coder 2 S H SEQ 20 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: C-POST	Sets up polarity response so he can find out what job satisfaction means to kid. ("...is that what it means to you?")
C-POST with MF, M-4	Sets frame of both of them being intelligent people, which allows him to demand, and elicit, intelligent answers. Says kid would be able to answer these questions in HS, so he should now. Challenges intelligence.
R/S with C/D	Believes in "partying and soldiering" but "you can't do both." Gives kid a sense of priorities and responsibilities. Sets up discussion of recreation that is available in Army.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 21 CROSS-REF _____

Purpose: Specific closing techniques, especially around procrastination

Cycle: Pros Rap Qual NLI FERA Clo x H-O x DEP F-UP M/A Oth

Setting: Various

Range: REG (p. 46, para 5, line) END (p. 50, para 9, line)

II. COMMUNICATION STRATEGIES

BEHAVIOR: 1 - Doesn't like to pressure — prefers gently stated two-choice close.

2 - It's good to get the kid to join right after the test, set up as part of the close.

3 - Kids will have better chance of getting the job they want if they don't wait too long to join.

RULE: 1 - Use the test for a "kill" to close, if appropriate.

2 - Don't just give the test. Get the close first.

3 - Before the kid leaves, get something from him, the close if possible. Get birth certificate, s.s. card, school i.d., etc.

4 - Keep talking Army all the way to the MEPS.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes using test as a closing device. Always gets something from the kid when he closes, a s.s. card, birth certificate, or something. It forces the kid to come back so he can follow up on the close, especially if the kid has second thoughts. Several demonstrations of handling procrastination.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C x I-A x I-E___ P-C x Oth_____

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	Two-choice closes.
	C/D with R/S	Costs the taxpayers, my tax money, to give test -- prevents kid from just taking test to see how he does, gives him a sense of its importance. Chunks down time sequence as well.
	CE	Leverage for a quick decision. ("The longer you wait, the less the jobs are.")

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

REPORT TYPE: PCW

I.D.: Coder 2 S H SEQ 21 CROSS-REF

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: A-OUT

Points out that if they wait to join after they graduate, they will be in a different category, not as flexible.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 22 CROSS-REF _____

Purpose: Preparing kid for MEPS

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 51, para 2, line) END (p. 58, para 6, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Kids need to have physical forms/problems carefully explained to them.

2 - The best way to get through the physical is to keep your mouth shut. Doctor's job at MEPS is to find something wrong to disqualify kid.

3 - If you brief the kid you can prevent him from getting a "brain cramp" when he gets to the floor, and disqualifying himself needlessly.

4 - A kid can do whatever he wants at MEPS, read all the contracts, have pictures taken, etc.

RULE: 1 - Have kid fill out pre-screen first -- pointing out any questions that he might have to answer yes to (physical).

2 - If physical problems aren't verified by doctor, they aren't important/real. I.e. just because mom said so doesn't make it real -- only doctor can verify problems.

3 - Brief kid on way down to MEPS on anything special he has to be aware of -- makes notes ahead of time on each kid.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S H SEQ 22 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

BELIEF: | 5 - Guidance counselors at MEPS are good guys, but they are under a lot
| of pressure, especially time. So you should warn the kids about that
| before they go down.

RULE: | 4 - Use any tricks you need to get kid to be thorough with his informa-
| tion. Including using another recruiter to help brief him separately.
| Scare tactics if necessary.

| 5 - Give detailed description of MEPS procedures before they go down.
| Tell them to get in the front of the line when possible so the process
| won't take quite so long.

| 6 - Tell kids not to join if they don't get what they want.

III. COMMUNICATION PATTERNS

OVERVIEW: Lengthy description of how he prepares kids for going to MEPS. Makes sure they have no physically disqualifying problems. Uses little tricks to get them to confess to things, or make sure they have nothing to hide. Often has another recruiter brief kid as well. Fills them in on the procedures at MEPS.

PREDICATE: Vis__ Aud x Kin__ Olf-Gus__ Uns x Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C x I-A__ I-E x P-C x Oth S-CON__

COMMON	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
PATTERNS:	MEG-Q with C-EX	Gets kid to be honest and think through anything that could disqualify him at MEPS. Suggests someone else told recruiter something different than kid, to get kid to be sure to be honest.
	CE with MR	("Sure you're not lying...?") Tells kid what to think about, and what to forget, before going to MEPS.

UNIQUE	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
PATTERNS:			

REPORT TYPE: PCW

I.D.: Coder 2 S H SEQ 22 CROSS-REF _____

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: S-CON

Tells kid if he's disqualified for something he didn't tell about before going to MEPS, he'll have to walk home — a real motivator. Also to get the kid to tell the guidance counselor what he wants in a job.

("...if you don't tell him what you want, he'll tell you what you want.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 23 CROSS-REF _____

Purpose: Handling DEPs, getting referrals from them

Cycle: Pros Rep Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: Various

Range: REG (p. 58, para 9, line) END (p. 62, para 7, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Have to continually encourage DEPs.

2 - Have to continually motivate DEPs, get them to bring referrals, etc.

3 - You can use peer pressure competition, to get kids to bring referrals.

Prefers working with DEPs in a group for this reason.

RULE: 1 - On the way back from MEPS keep encouraging them. Make sure they're happy with the decision.

2 - Advise them on preparing for basic, getting in shape, etc.

3 - DEPs have to bring in referrals.

4 - DEPs have to stay in touch, even if they are away for the summer.

5 - Use peer pressure, other motivators, to get DEPs to bring in referrals.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes the kids entry into DEP program, how he prepares him. Shows a video on basic, gives advice to get in shape, get playing out of his system, etc. Sends them letters in military jargon welcoming them to the DEP program, telling them when to report for parties, etc. Discusses differentiating kids who get referrals from those who don't.

PREDICATE: Vis Aud Kin Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E x P-C Oth S-CON

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: C-POST	Used to prevent buyer's remorse. ("Are you sure you're happy?")
P	Makes sure the kid will be ready when it is time. Also illusion of choice. Lots of other presuppositions. ("...get all the playing out of you.") ("I don't care how many referrals you bring in.")

UNIQUE PATTERNS:	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>

REPORT TYPE: PCW

I.D.: Coder 2 S H SEQ 23 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: S-CON	Tells him consequences of bringing in referrals -- promotion. Also the consequences of not bringing them in.
MO	Used to motivate DEP to bring in others. ("You are 'directed' to bring at least one referral...")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 24 CROSS-REF _____

Purpose: RAP and FEBA with people, or relatives of P with prior service

Cycle: Pros__ Rap x Qual__ N&I__ FEBA x Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: NEG (p. 63, para 13, line _____) END (p. 65, para 2, line _____)

II. COMMUNICATION STRATEGIES

BEKINF: 1 - Female prospect with a brother who's prior Army, have to check out brother's attitude. Girl will undoubtedly check what recruiter says with brother. May have to sell both of them. Sell the girl through the brother.

2 - Sometimes prospects will feel uncomfortable with extra people in the room.

RULE: 1 - If you sense discomfort because there are too many people around, back off for a while and reschedule a more private appointment.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Begins description of a girl whose brother was prior Army, and how he backed off because there were too many people around.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth_____

**COMMON
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

**UNIQUE
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 25 CROSS-REF _____

Purpose: Characteristics necessary to maintain a good attitude

Cycle: Pros Rap Qual M&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 65, para 4, line) END (p. 67, para 2, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You must believe in yourself, have confidence.

2 - You must use your own style.

3 - Feels he could teach someone else to be a damn good recruiter.

4 - Used to be more formal, like a robot -- now has loosened up and imitates kids more. More jokes, personal style. Doesn't have to talk to as many people.

5 - His wife helped him with his phone approach by listening and giving him feedback.

RULE: 1 - Don't do everything by the book. Adapt your own style to the job.

2 - Act like recruits, walk like them, talk like them, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 26 CROSS-REF

Purpose: Rapport and approach to finding interests

Cycle: Pros x Rap x Qual M&I x FEBA Clo H-O DEP F-UP M/A Oth

Setting: Phone mostly

Range: BEG (p. 70 , para 9 , line) END (p. 72 , para 2 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Recruiters shouldn't beat around the bush with a tough question, they should just answer it straight, even over the phone in the initial contact.

2 - 80% of the Army is in Europe, so the chances are a recruit will go there at some point in his career. Most people go on their first turn.

RULE: 1 - Answer questions directly.

2 - If a kid asks if he'll be going to Europe, tell him probably so, even over the phone.

3 - Don't just uh-huh the kid to death, dig into what he says. Care about the guy enough to establish rapport and find out something about him.

4 - Ask kids why they are going to college, do they know that they can go for an ROTC scholarship while they're in the Army.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 27 CROSS-REF _____

Purpose: Rapport, positivity

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: Phone, office

Range: BEG (p. 73, para 1, line) END (p. 73, para 10, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You can hear if someone is positive or negative about their job so it is important to sound positive to be a good recruiter.

2 - If a recruiter is removed, they should get him out right away.

3 - Kids can tell if you're in a hurry.

RULE: 1 - Sound positive on the phone.

2 - Don't oversimplify things to get done quickly, take time.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 28 CROSS-REF _____

Purpose: School prospecting

Cycle: Pros x Rep Qual x N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: School

Range: BEG (p. 74, para 6, line) END (p. 75, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Don't have quite enough time to do a good interview in school.

2 - You should get two appointments out of the one in the school.

3 - School isn't good place to recruit because others are watching -- peer pressure can cause problems.

4 - Prefers appointments at kid's house, access to mom and dad, privacy, etc.

RULE: 1 - Spend a little time with the kid in school, but schedule another appointment to cover more stuff.

2 - In school just APPEMEND them, Pre-Q, and SMAATTRESS, build interest.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
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III. COMMUNICATION PATTERNS

OVERVIEW:

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C__ Oth__

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	RE-D	Gets kid to agree to another appointment out of "common courtesy."

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 29 CROSS-REF _____

Purpose: Maintaining attitude, prospecting

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: Various

Range: BEG (p. 76, para 1, line) END (p. 78, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Would have to listen to a recruiter on two different occasions, a couple months apart to decide if he was good, sticking to bad habits, etc.
 2 - A lot of guys don't pay attention to advice.
 3 - You got to be smarter than the guy on the other end of the line.
 4 - A bad recruiter will make lots of appointments but people won't keep them. A good recruiter will make 25 appointments and conduct 24 of them. He can feel if the kid is going to show up or not. Bad recruiters spend about a minute on the phone setting up the appointment.

RULE: 1 - Identify yourself, establish rapport, ask fact finding questions, deliver a sales message (but not the way they teach it in the school), confirm appointment. Doesn't ask for a referral unless the kid doesn't agree to an appointment — but have to feel out the kid anyway.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW:

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q x I-C___ I-A x I-E___ P-C___ Oth___

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: P with MO

Motivation for a referral.

("You gotta know someone who is interested...")

UNIQUE

PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 30 CROSS-REF _____

Purpose: Giving speeches for prospecting

Cycle: Pros x Rep Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Schools, youth organizations, etc.

Range: BEG (p. 80 , para 5 , line) END (p. 80 , para 5 , line)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - For basic information speech he doesn't need much preparation. For a bigger, more unusual setting (DAR) need to practice about a month.

2 - Looks up words he doesn't know, practices at home, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 31 CROSS-REF _____

Purpose: Pre-Q on the phone

Cycle: Pros Rap Qual x N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Phone

Range: BEG (p. 81, para 6, line) END (p. 82, para 2, line)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - Pre-Q's on 95% on the phone.

2 - Knows most of the kids in the high school anyway.

3 - OK to skip around in Pre-Q, different order of things with different kids.

RULE: 1 - Pre-Q on height, weight, date of birth, place of birth, medical, law violations.

2 - Will see someone far away or 20 pounds overweight.

3 - Ask major medical questions: asthma, rheumatic fever, allergies, broken bones, hepatitis, glasses, braces, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 32 CROSS-REF _____

Purpose: Time management, handling demands of job, M/A

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: Various

Range: BEG (p. 82, para 4, line) END (p. 85, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Recruiters need to roll with the punches, it's a demanding job.

2 - Recruiters should look back on what their recruiter told them when they joined.

3 - Need self-confidence, and their own style, belief in the product -- Army is the best thing around.

RULE: 1 - Recruiter is the Army in his town -- has to keep good appearance.

2 - Recruiter may have to work every day -- whatever schedule is necessary.

3 - Roll with the punches. Don't let the bastards get you down.

4 - Don't sandbag, hold guys over, tomorrow may never come.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S H SEQ 32 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

4 - Recruiting is not like the regular Army, you work every day. You may have to work after dinner on Sunday, or whatever. Have to have a lot of support from wife and family. A shaky marriage will be divorced in a year. Can get so down in the dumps, you don't think nothing could pull you out.

5 - In some ways it is a more relaxed job than the others, but if you don't make mission, or do something you're supposed to, you'll still get called lots of names.

6 - Sometimes you go into panic mode at the end of the month if you still need guys, even if you already made mission.

7 - Don't sandbag because kids will change their mind while you hold them over. Don't hesitate.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 33 CROSS-REF _____

Purpose: Field prospecting, rapport, attitude, characteristics for success

Cycle: Pros x Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: Various

Range: BEG (p. 85, para 3, line) END (p. 86, para 15, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You need to be able to go to places, businesses etc., introduce yourself, get to know people, establish rapport, then ask to put up your RPI rack. Not just right off the bat. They may help you later.
2 - People might not be interested when you talk to them about joining, but they can change their minds. If a senior came to you to sell you something you probably wouldn't buy right off the bat either.
3 - If you help the kids they'll help you with referrals. That will make both of you successful.

RULE: 1 - Establish rapport in the community with store owners (teen clubs, hobby shops, etc.) and others.
2 - Be caring and understanding with people -- their needs, wants, dislikes. Put yourself in their shoes. Get personally involved.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 34 CROSS-REF _____

Purpose: More characteristics for success

Cycle: Pros Rap Qual M&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: Various

Range: BEG (p. 88 , para 3 , line) END (p. 90 , para 10 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Bad recruiter just looks at the bottom line -- doesn't care what he has to do to get the sale, doesn't care about the kid.

2 - Confidence is being able to ask a 17 year old or a 32 year old to join the Army and not be afraid when they say no -- ask him again.

3 - You get confidence by adapting your own style, seeing what works, trial and error -- catching the response of the applicant. You're not born with it.

4 - You have to treat everyone different.

5 - You have to be a person, not a robot.

RULE:

<u>SEQUENCE:</u>	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 35 CROSS-REF _____

Purpose: Rolling with the punches

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 91, para 4, line) END (p. 92, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You know you should stick with something when it works more than hit and miss.

2 - You have to work college students differently because they come from all walks of life. They're always hit and miss.

3 - Headquarters will come up with some weird requirements. You have to expect them (roll with the punches).

RULE: 1 - You know you should stick with something when it works more than hit and miss. Your measure is how many people join.

2 - Takes everything that comes from higher headquarters with a grain of salt. Expect the unexpected. Take it and let it bounce off.

3 - Don't take the job home with you (emotionally). Don't hold it in.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 36 CROSS-REF _____

Purpose: Establishing rapport

Cycle: Pros Rep x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Various

Range: REG (p. 92, para 5, line) END (p. 93, para 6, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You need to feel people out to establish rapport.

2 - Rapport is with strangers, not as deep as caring and understanding, e.g. with someone you already know, a DEP.

3 - If you're both relaxed in the interview, there is a good chance the kid will join the Army. If you are both bored, you'll get nowhere.

RULE: 1 - Establish rapport with everybody.

2 - Try to get a little background information on someone before you call them, use it to establish rapport.

3 - Get both of you relaxed in the inter-iew.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 37 CROSS-REF _____

Purpose: Doing homework for presentations, FEBA

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA x Clo__ H-O__ DEP__ F-UP__ M/A x Oth__

Setting: Various

Range: BEG (p. 94, para 1, line _____) END (p. 95, para 5, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A guy's got to do his homework, read in other places than the regs, pamphlets, magazines, Army Times, Soldier's Magazine, etc.

2 - One piece of information you find might be the difference that gets the kid to join.

3 - Bonuses, programs, change every day.

4 - A lot of recruiters are selling stuff that is out of date.

5 - Not many recruiters can explain all the different ribbons, as well as rank structure -- he can.

RULE: 1 - A recruiter needs to read everything that comes out about new programs, etc. Do your homework, know what you're talking about.

2 - Stay motivated.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE:	PCW						
I.D.:	Coder	2	S	H	SEQ	37	CROSS-REF

BLOCK DESCRIPTION	CONTINUATION
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RELIEF: 6 - You have to stay motivated -- a one-man station has a split personality.

7 - Command could help by calling up and telling a guy he's doing a good job.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 38 CROSS-REF _____

Purpose: Different approaches in different towns

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A x Oth__

Setting: Different stations

Range: BEG (p. 97, para 2, line _____) END (p. 98, para 5, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You can do different things in different towns, some are more laid back than others. Trial and error.

2 - Jacket and tie make some people uncomfortable, others better.

3 - Some areas are really anti-military. You have to go after the few kids that aren't in an area like that.

RULE: 1 - You have to adapt to the area you're working in, community standards, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 39 CROSS-REF _____

Purpose: More Pre-Q and Prospecting techniques, phone

Cycle: Pros x Rap Qual x M&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Phone

Range: BEG (p. 98, para 11, line) END (p. 102, para 8, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Most confident prospecting on phone.

2 - Can sense rapport by voice tone.

3 - It may help to joke a bit to get Pre-Q information, as well as assume problems the kid can deny. Maybe ask the kid to place his health on a 10 point scale for a quick check.

4 - Asking for a referral is too much when you've already made the appointment -- better to wait until he comes in.

RULE: 1 - Don't stop with a no on anything, ask why.

2 - Usual order: get interest, agree to appointment, Pre-Q. Depends on kid.

3 - If kids play sports, they're usually in pretty good physical shape.

4 - Confirm appointment, maybe repeat it back wrong so kid can correct it to be sure he knows.

5 - Usually doesn't ask for a referral after making appointment -- wait until he gets to office.

6 - Catch the big stuff in Pre-Q, don't worry about the minor stuff.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S H SEQ 39 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

RULE: 7 - If you've never been treated for a disorder by a doctor, you don't
have it.

III. COMMUNICATION PATTERNS

OVERVIEW: Describes phone prospecting and Pre-Q. He prefers phone to any other area. Keeps list of things to cover on his desk — uses it. Introduces himself as from the Army high graduate program, or Army opportunities. Pre-Q's with P's, jokes, etc.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E x P-C___ Oth_____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	C-POST	Used to introduce new concepts, get kid to think about them at the same time.
	P	Presupposes opportunities kid would want to find out about, e.g. pay for school. Gets kid puzzled/curious to know more. Also during Pre-Q, presupposes overweight, glasses, etc. to get the kid to give him quick information, and a little humor to keep it light.
	NEG-Q	Goes for agreement, Kid will say "of course." ("Don't you agree 30 minutes is valuable time?")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 40 CROSS-REF _____

Purpose: Handling objections

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O x DEP__ F-UP__ M/A__ Oth__

Setting: Various

Range: BEG (p. 102, para 10, line _____) END (p. 105, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Objection = resisting a commitment.

2 - A kid joining the Army is a family decision.

3 - Salesmanship begins when the customer says no.

4 - Believes everyone he has sold the Army to has gotten the best deal possible.

RULE: 1 - Work out any problems (family) the might affect your job or the kid.

Service after the sale.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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4.					
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes case of a kid who planned to go in for two years but changed his
mind at the MEPS and went for four. His mother became angry at the recruiter
who had to work to get her ok. Got the family together to talk about it
mainly.

PREDICATE: Vis___ And___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C x Oth___

COMMON PATTERN OPERATOR

PATTERNS: R/S with M/W

TECHNICAL RESULT OR OUTCOME

Used to redirect a mother's anger at her son's enlistment for more time than she wanted. Recruiter redirected her anger somewhat.

("Is he happy?")

UNIQUE PATTERN OPERATOR

PATTERNS:

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 41 CROSS-REF _____

Purpose: F-Up, service after the sale

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP x F-UP x M/A Oth

Setting: Various

Range: BEG (p. 105, para 5, line) END (p. 108, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - F-Up is service after the sale -- important.

2 - A lot of his kids worry about him after they leave for basic.

3 - Ask the parents for referrals, they can't say no.

RULE: 1 - During DEP, call kids up, take them out, send them letters, etc.

2 - Uses dead time, e.g. Saturday mornings to call parents, make contacts with families of kids in basic.

3 - Feedback from kids and families tells him he's doing a good job.

4 - Get referrals from parents just like you would from anyone else.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Discusses follow-up procedures with kids and families. Gets good feedback which tells him he's doing a good job. Describes getting referrals from parents.

PREDICATE: Vis___ Aud___ Kin x Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C___ Oth_____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	AWARE	Gets them to write by saying -- ("I know you won't write me back...")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 42 CROSS-REF _____

Purpose: Prospecting with school counselors

Cycle: Pros x Rep x Qual M&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Various

Range: BEG (p. 108, para 7, line) END (p. 109, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you treat counselors really well, they will help you.

2 - Without counselors he's "nothing".

RULE: 1 - Entertain counselors from schools -- lunches, functions, tours, etc.

2 - Give certificates, or letters, signed by officers to counselors for helping out.

3 - Give them gifts, pointers, cups, pencils.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
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6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S H SEQ 43 CROSS-REF _____

Purpose: Closing, selling to different categories

Cycle: Pros Rap Qual N&I FEBA x Clo x H-O DEP F-UP M/A Oth

Setting: Various

Range: BEG (p. 109, para 5, line) END (p. 113, para 1, line)

II. COMMUNICATION STRATEGIES

BEKLEF: 1 - Takes more time before close for a woman. Can close on a man the first shot.

2 - Women in his location go for travel, Europe. Men go for Rambo type stuff, number 1 -- service to country, number 2 -- college fund.

3 - Sell Cat levels differently. Cat 4 has limited choices, tell him straight. Cat 1, 2 want high tech. Cat 3, college. Also varies by location. Vary approach as needed.

RULE: 1 - Don't close on a woman the first time, make another appointment.

2 - Sell women the cushion jobs. Stress travel.

3 - Sell a Cat 1, tell a Cat 4.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
5.					
6.					

PROTOCOL LOG

Coder: 2

Subject: I

P#	REF	CYCLE	TOPIC
1	1(2)	Pros,DEP	Importance of referral system to success
2	1(10)	F-Up	F-Up and working the community
3	5(3)	Rap,N&I,	Rapport with different kids, Cat levels, etc.
		FEBA	
4	6(9)	N&I,FEBA,	Examples of finding N&I, selling skills
		H-O	
5	9(3)	H-O	Lengthy discussion of objections with lots of examples
6	19(10)	Pros,N&I,	Prospecting, referrals, N&I/FEBA in first appointment
		FEBA	
7	21(8)	Pre-Q	Basic Pre-Q
8	22(3)	DEP,F-Up	Handling, preparing DEPs
9	24(10)	Clo,F-Up	Closing and preparing kids for MEPS
10	29(7)	Pros,DEP	DEP referrals
11	30(9)	M/A	Personal criterion for the job, M/A
12	39(16)	M/A	Rules for treating people
13	41(6)	Clo	To phrase closing properly
14	43(11)	M/A	Time management
15	45(10)	Pros	Prospecting in the community -- older people especially
16	46(7)	Pros,FEBA	Prospecting, FEBA, in general
17	49(3)	Rap,M/A	Maintaining rapport, good attitude
18	50(3)	Rap,FEBA	Rapport, what things to stress in the interview
19	51(7)	Pros,M/A	Where to prospect, M/A
20	54(6)	M/A	M/A, more incentives
21	55(15)	Pre-Q,	Pre-Q, FEBA, different Cat levels
		FEBA	
22	60(3)	DEP	Keeping on top of DEPs
23	60(7)	FEBA,H-O	FEBA techniques and H-O
24	62(7)	DEP	Teaching DEPs about the Army
25	65(2)	N&I,FEBA	N&I, FEBA, major life goals, working with families

A-420

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 1 CROSS-REF _____

Purpose: Importance of referral system to success

Cycle: Pros x Rep Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: _____

Range: BEG (p. 1, para 2, line) END (p. 1, para 8, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The biggest key to success of station is referral system, handling DEPers.

2 - When you give someone something that's going to benefit him the rest of his life, he'll bring his friends.

3 - Kids come back and tell their friends how they're enjoying the Army after basic, as well.

RULE: 1 - DEPs can come into station whenever they want.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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3.					
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S 1 SEQ 2 CROSS-REF _____

Purpose: F-up and working the community

Cycle: Pros Rep Qual N&I FERA Clo H-O DEP F-UP x M/A Oth

Setting: _____

Range: BEG (p. 1, para 10, line) END (p. 3, para 6, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A lot of people lose contact with kids after they go to basic. Important not to, big thing is to stay in touch.

2 - Many people think recruiters are big liars. We help people, we don't hurt them.

3 - Helps image of recruiter in interviews to have kids around who have been through enlistment.

4 - For many kids, basic is hard for them because they don't have parents to lean on. Recruiter can help if they call him.

RULE: 1 - When a kid leaves for basic, give him about five self-addressed stamped envelopes to write back with.

2 - When kid goes to basic, stay in touch with parents.

3 - When kid comes back, have him come into station, walk around community with recruiter — good publicity.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Describes giving envelopes to kids to write back from basic training. Says it helps to have kids around who have just finished basic, they help walking around community, and in interviews. Describes helping kids after they have gone and are having problems during basic being away from home, handling the pressures, etc.

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns_x Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C_x Oth__

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	RE-D	Competitive = 3/4 as much as for other girls. Way of easing the pressure on a girl who is a little older in basic training.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 3 CROSS-REF _____

Purpose: Rapport with different kids, Cat levels, etc.

Cycle: Pros Rap x Qual M4I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Various, office mostly

Range: BEG (p. 5, para 3, line) END (p. 6, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - How you talk with people is important. You can't talk the same way with a person in the higher test categories that you would with someone in the lower ones.

2 - You have to program yourself to come down to certain people's level.

3 - Cat 1's looking for college, love the senior enlistment program.

4 - Full time school, followed by full time work to pay for it is touch.

Better to use the Army to give you part time school, training, and lots of money.

RULE: 1 - Program yourself to come down to certain people's level.

2 - Point out how entering the Army can help people be better students by relieving the financial and time pressures.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 4 CROSS-REF _____

Purpose: Examples of finding N & I, selling skills

Cycle: Pros__ Rap__ Qual__ M&I x FEBA x Clo__ H-O x DEP__ F-UP__ M/A__ Oth__

Setting: Office

Range: BEG (p. 6, para 9, line _____) END (p. 8, para 11, line _____)

II. COMMUNICATION STRATEGIES

BEKIEF: 1 - Going to school full time while in the Army is too much.

2 - If you find another area you're interested in, besides your chosen school major, you can get training in that in the Army, that way you'll have a career to fall back on in case you need it, plus the \$17,000 to continue your school work.

3 - You can see if you've made the sale by looking in the kid's eyes — you can just see it.

4 - An objection can be defined as a cop out. Also a kid looking for more info.

RULE: 1 - If a person is sitting back, then leans forward toward you, they're interested.

2 - Close when you've met the N & I of the kid.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.					
2.					
3.					
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW:

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns x Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C__ Oth S-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	S-CON	Conditional close.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 5 CROSS-REF _____

Purpose: Lengthy discussion of objections with lots of examples

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 9, para 3, line) END (p. 19, para 8, line)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - You need to cover objections early to prevent DEP loss later.

2 - One of the toughest objections is from a person who comes from a Navy, Marine, or Air Force family.

3 - You might find it is easier for an Army recruiter if there is an Army base around — familiarity helps. You can't give a tour of the base if there isn't one close by.

4 - In case of religious conflicts, it may help to get an Army minister to talk to the family.

RULE: 1 - Cover all objections early to prevent DEP loss later.

2 - Keep after kids, including those who can't get parental consent, but don't harass.

3 - Call every month on a kid waiting to turn 18 to sign.

4 - Call back in three months to a kid who said no because he had a job — he may no longer have it.

5 - When you get an objection, imagine how you would want to be told, and do that.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.	H-O	Fear	Pacing	Difficulty	
2.	H-O	Difficulty	Temp. shift (past) CEQ (grad = accomplish)	Relief	
3.	H-O	Relief		Accomplishment	
4.	H-O	Accomplishment	Temp. shift (FP)	Pride	
5.	H-O	Pride	Temp. shift (past)	Camaraderie	
6.	H-O	Camaraderie	CE (makes you)	Feel good	

REPORT TYPE: PCW
I.D.: Coder 2 S 1 SEQ 5 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 5 - It is important to stay after a kid until he says yes, including if he has to wait to turn 18 to sign because parents won't consent.
6 - Doesn't believe handling objections is something that can be taught, there are too many kinds, all individual.
7 - Basic training is a matter of initiative and motivation.
8 - Biggest objection is color green. Probably for Navy it would be 6 months on a ship.
9 - Video on JOIN on basic is very good.
10 - Basic is a little easier for people who have participated in sports in school.

RULE: 6 - You can't tell people that just because they look like they're in pretty good shape, basic training is going to be easy. It's not.
7 - If kids have unreal expectations about basic, use the JOIN video.
8 - Compare basic to sports in school.
9 - Sees (disassociated) image of drill sergeant standing over kid in basic -- imagines standing there watching and listening -- then describes it to the kid.

SEQUENCE: 7. H-O / Feel good / C-LINK with N / Strength (willpower)

OVERVIEW: gives fine example of chaining to handle objections to basic on p. 19, para. 8 (use as example if possible).

III. COMMUNICATION PATTERNS

OVERVIEW: Gives examples of different objections, color green, uniforms, competition from other services, problems from other family members, religious conflicts, etc. Describes case of girl who committed, then was talked out of it by brother in the Marines. Also the case of a kid whose parents wouldn't consent because of religious grounds. Tried to get the RI, who is also a minister, to talk to them, but that didn't help either. Gives hypothetical answer to how he would handle objections if he were a Navy recruiter. Then

PREDICATE: Vis x And x Kin x Olf-Gus Uns x Specific x

SYNTAX/

SEMANTIC: I-R x I-Q x I-C x I-A x I-E P-C x Oth CHAIN

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	C-EX with R/S, MF	H-O color green. Humorous reframe on a truly ridiculous objection. Air Force wears green utility uniforms also, besides color doesn't make the person. ("Green is my favorite, George Washington, Abraham Lincoln, dollar bills ...")
	C-EX with R/S	In general used to reframe objections to uniforms, hair cuts, etc. They have the same things in the business world.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

REPORT TYPE: PCW

I.D.: Coder 2 5 1 SEQ 5 CROSS-REF _____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	M-4	Compares two different cars, both the same price, but one fully loaded (Army) and the other not (Marines). Also, basic training takes motivation, just like 12 years of school, therefore, you can do it. Compares physical conditioning with sports to ease tension. ("Everybody is stressing physical fitness...that's what the Army consists of.")
	R/S with FP	Basic is 65% classroom. Takes focus off physical training a bit. ("...if you make it you are such a happy person.")
	C/D with FP	Example of handling hypothetical objection to 6 months on a ship in the Navy. Used all the individual benefits of different ports, travel, meeting people, and how good it would feel to get back with those new experiences.
	CHAIN with RE-D	See above, use of chain to take kid from fear of basic to sense of accomplishment, camaraderie, strength. Especially good use of temporal predicates, shifts in rep systems, pacing. Takes kid from K- to K+, K+, K+. Describes drill sergeant, chains from V-/A- to K+ also. Redefines kid with poor physical conditioning as the one who gets the attention of the sergeant. ("They've become very attached...")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S 1 SEQ 6 CROSS-REF _____

Purpose: Prospecting, referrals, N & I/FEBA in first appointments

Cycle: Pros x Rap Qual N&I x FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Phone, office

Range: BEG (p. 19, para 10, line) END (p. 21, para 6, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Gets referrals from lead refinement list, DEPs.

2 - You're eventually going to have to talk to a senior at the home, so you might as well start there, catch the parents at the same time.

3 - Sales book is pretty, has nice pictures, but it can be pretty boring if you don't utilize it properly.

4 - When you set up ten point scale, kid will tell you everything you need to do to make it a ten.

RULE: 1 - Call from lead refinement list every day.

2 - Try to make initial appointment with high school senior at their home.

3 - Start by "checking kids temperature" -- ask on a scale of one to ten, how do you stand on joining the Army.

4 - Stress the dbm, then the other tangibles.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TES.</u>
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REPORT TYPE:

PCW

I.D.:

Code

2

S

I

SEO

6

CROSS-REF

DESCRIPTION

CONTINUATION

BELIEF:

5 - Primary job of a recruiter is to find the dbm. Then go over the tangibles that go along with the Army.

III. COMMUNICATION PATTERNS

OVERVIEW: Brief sequence on getting dbm and selling it.

PREDICATE: Vis__ And__ Kin_x Olf-Gus__ Uns_x Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A_x I-E__ P-C__ Oth__

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	Ten point scale. ("Where do you stand on joining...?") ("What would I have to do for you to make that a ten?")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S 1 SEQ 7 CROSS-REF _____

Purpose: Basic Pre-Q

Cycle: Pros Rap Qual x N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 21 , para 8 , line) END (p. 22 , para 1 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Primary job is to make sure kid is mentally, morally and physically
qualified. Counselor puts the finishing touches on.

2 - Kid may pick a particular job and not be morally or physically qualified.

RULE: 1 - Check out speeding tickets, law violations, medical problems -- then schedule
him for the physical.

2 - Let the kid know what the physical is going to consist of.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 8 CROSS-REF _____

Purpose: Handling, preparing DEPs

Cycle: Pros Rep Qual N&I FEBA Clo H-O DEP x F-UP x M/A Oth

Setting: Office, etc.

Range: BEG (p. 22, para 3, line) END (p. 23, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - When kids come back from enlistment into DEP, you have to resell.

2 - Find out what's going on in basic from kids who come back. It's not the same anymore. It's the only way to keep current info.

RULE: 1 - When kids come back from enlistment into DEP, you have to resell. Make sure he's satisfied. Let him know what's required. Congratulate him.

2 - When kid is ready to go, have him come in, give him his envelopes, get a picture for the board.

3 - Keep up with him during basic.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
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6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 9 CROSS-REF _____

Purpose: Closing and preparing kids for MEPS

Cycle: Pros__ Rap__ Qual__ M&I__ FERA__ Clo x H-O__ DEP__ F-UP x M/A__ Oth__

Setting: Office

Range: REC (p. 24, para 10, line _____) END (p. 29, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Counselor's job is to sell jobs, especially if kid isn't qualified for what he wanted.

2 - There may be things the kid could do that he doesn't know about, so he should keep an open mind.

RULE: 1 - Once you find the dbm, trial (conditional) close. When he says "I don't know," then start covering the tangibles that go along with it.

2 - Resell when the kid comes back from MEPS. Especially if he took a job that wasn't his first choice.

3 - Before kid ships out, give him a briefing on everything that will happen.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
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III. COMMUNICATION PATTERNS

OVERVIEW: Discussion and examples of preparing kid for MEPS counseling.

PREDICATE: Vis__ And__ Rin__ Old-Gus__ Uns x Specific__

Syntax/

SEMANTIC: I-R I-Q x I-C I-A I-E P-C x Oth S-CON

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: S-CON	Conditional close
CEQ.	Even though the kid didn't get the job he planned on, he got one just as good. Also, guidance counselor is basically like a school counselor.
RE-D with IN, P	Call or write even if it's to "curse me out" — "let me know how things are going." Gets kid to keep contact regardless of how hard a time he's having. Also, counselors aren't there to screw you, but to help you out.

<div> <div>UNIQUE PATTERNS:</div> <div>PATTERN OPERATOR</div> </div>	<div>TECHNICAL RESULT OR OUTCOME</div>	<div>EXAMPLE</div>

REPORT TYPE: PCW

I.D.: Coder 2 S 1 SEQ 9 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	CRI	Helps give kid perspective on roles. ("...counselor was once recruited himself.")
	C/D	Envelope is addressed, stamped, etc. Also encourages kid to write, regardless of time pressures. ("All you have to do is write...")
	C/U with MF	Keep an open mind at MEPS because there may be something that interests you more than what you've chosen now. Makes it easier if kid doesn't get what he planned on. Also, points out that job can help him beyond Army — future employment, etc.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 10 CROSS-REF _____

Purpose: DEP referrals

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: Office mostly

Range: BEG (p. 29 , para 7 , line) END (p. 30 , para 7 , line)

II. COMMUNICATION STRATEGIES

RELIEF: 1 - Most of their appointments come from referrals from people who have joined.

2 - A lot of kids consider their recruiting station a hang-out. Kids think they're crazy, enjoy coming over. They get interest that way.

RULE: 1 - DEPs can come in whenever they want.

2 - Take the JOIN over to the mall now and then and show the videos.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S 1 SEQ 11 CROSS-REF _____

Purpose: Personal criteria for the job, M/A

Cycle: Pros Rep Qual M&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 30, para 9, line) END (p. 36, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - "Make mission, go fishing ... work your own hours. That's bull." They'll still come down on you if you slip a month.

2 - More freedom, more money would help.

3 - "Until a company ... or battalion makes their mission, you're going to be working all the time."

4 - You have to weigh the possibility of a faster promotion in recruiting vs. a job you may like better.

RULE: 1 - Measure success on a monthly basis, mission.

2 - If people treat you well in the community, you're doing well. If not, you aren't.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 2 S 1 SEQ 11 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

- 5 - People who produce 110% or 115% deserve some time off. It takes initiative to keep going.
- 6 - Combination of money and security are the most important factors for him.
- 7 - Might be a good idea to let a recruiter recruit in his home town, regardless of the possible problems.
- 8 - The idea of retiring at 37 is appealing because of all the benefits and the chance to start a second career.
- 9 - Measure success on a monthly basis, mission. Large percentage of community is joining in the area. He can go wherever he wants and get whatever he wants because of his reputation. Everybody knows who he is.
- 10 - The thanks you get from people makes the extra hours worth it. Without those the job would get very depressing.
- 11 - His previous job, postal administration may have gotten him a better job when he gets out than a sales job.
- 12 - You have to be flexible. Each person is different -- that's the fun part, the challenge.
- 13 - Security is more important than challenge.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 12 CROSS-REF _____

Purpose: Rules for treating people

Cycle: Pros__ Rap__ Qual__ M&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A x Oth__

Setting: _____

Range: BEG (p. 39, para 16, line _____) END (p. 40, para 5, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You're going to be depending on the people you put in for your protection,
so they need to be top caliber people.

2 - It's important to make yourself available to kids when they need you, rather
than on a convenient schedule by the numbers.

3 - Some people think because a kid is 17 or 18 he doesn't know anything. That's
not true. Kids are smart, they pick up if you're being phony.

RULE: 1 - You don't treat people as a number in the Army.

2 - Treat people as though you're proud to have them in the Army.

3 - Try not to be a hard ass with people. Treat them with respect.

4 - Don't be phony, be yourself.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 13 CROSS-REF _____

Purpose: To phrase closing properly

Cycle: Pros Rep Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 41 , para 6 , line) END (p. 41 , para 6 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Used to be afraid to ask for the close.

2 - Used to ask kids to "think about" joining -- a bad way to close. Kids will think about it for years. Better to ask them "if I can... would you?"

RULE: 1 - Be direct.

2 - Don't ask a kid to consider, ask him to join.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 14 CROSS-REF _____

Purpose: Time management

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 43, para 11, line) END (p. 45, para 4, line)

II. COMMUNICATION STRATEGIES

BELEY: 1 - Most important thing is to stick to it.

2 - Your schedule can change in the blink of an eye.

3 - Work plan is your responsibility. Have to stick to it, but be flexible.

4 - If you recruit someone and he doesn't bring any referrals, you're doing something wrong. He might think he got screwed.

RULE: 1 - Make a good work plan and stick to it.

2 - Ratio of people you have to talk to to put someone in tells if you're doing a good job. 1 out of 17 means you might be doing something wrong, 1 out of 3 is decent.

3 - If you recruit someone and he doesn't bring any referrals, you're doing something wrong.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 15 CROSS-REF _____

Purpose: Prospecting in the community — older people especially

Cycle: Pros x Rep Qual M&I FEBA Clo B-D DEP F-UP M/A Oth

Setting: Community

Range: BEG (p. 45, para 10, line) END (p. 46, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If a recruiter is out there mingling with people, people know him, take him well, he's doing something right.

2 - Older people will bring you lots of referrals — they can be key. Especially if they were in the Army.

3 - Older people in a community are influential.

RULE: 1 - Don't forget older people in the community.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 16 CROSS-REF _____

Purpose: Prospecting, FEBA, in general

Cycle: Pros x Rep Qual N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 46, para 7, line) END (p. 48, para 7, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Sold on his referral program 100%.

2 - In his area, employment opportunities are pretty bad. Point that out to kids.

3 - Telephone power is important, but referrals work a lot better.

4 - When you do a good job, people work for you rather than you working for them.

RULE: 1 - Treat people like people. Let them come in whenever they want. Talk with them, talk with their friends -- community involvement.

2 - Point out difficulties in employment in the area, to compare to Army.

3 - When prospecting it is important to think of the kid, not as a number toward mission, but someone you can help toward a better life.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S 1 SEQ 17 CROSS-REF _____

Purpose: Maintaining rapport, good attitude

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 49, para 3, line) END (p. 50, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Going by the book doesn't always pay off, you may have to stray.

2 - If a kid comes in expecting a sales pitch, and you flop a book down in front of him, that's going to be pretty boring. You do better if you just pull up a couple of chairs and start talking.

3 - Doesn't think he has a style, just his own personality.

RULE: 1 - Break the ice by just talking about whatever comes up.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 18 CROSS-REF _____

Purpose: Rapport, what things to stress in the interview

Cycle: Pros Rap x Qual N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Office

Range: BEG (p. 50, para 3, line) END (p. 51, para 3, line)

II. COMMUNICATION STRATEGIES

RELINX: 1 - His community is college oriented, others may be different so you would have to adjust your style.

2 - He doesn't use the sales book, though he can, because he's more comfortable without it.

RULE: 1 - Put out ten flyers on each benefit in the RPI racks. When you go back, see which ones have been taken the most. That will give you an idea of what people are interested in.

2 - Doesn't use the sales book because he thinks kids don't buy it. Too sales oriented, they'll think he thinks they are just numbers.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S 1 SEQ 19 CROSS-REF _____

Purpose: Where to prospect, M/A

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 51, para 7, line) END (p. 54, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you don't know what's going on in the community, you can end up looking like a fool.

2 - Starting in a new area, the phone is the best way.

3 - School is the most dangerous place to do an interview because of the peer pressure. Feels better on his own turf.

4 - Gets along well with school counselors. Feels competition from Air Force -- they spend more money on tours, etc.

RULE: 1 - You must know what's happening in your community (including employment opportunities).

2 - Participate in the community, PIA, church, coach ball, etc.

3 - Make arrangements before going out to school.

4 - Don't do interviews in school.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 20 CROSS-REF _____

Purpose: M/A, more incentives

Cycle: Pros Rap Qual M&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 54, para 6, line) END (p. 55, para 7, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Any time you are told to do something, you are less receptive. It's better if you have your own plan.

2 - Rewards, competition, is what keeps him going.

3 - Some recruiters have nothing to work for once they have gotten the highest award. Wouldn't work for him, he'd have to go back to his old job.

RULE: 1 - Someone telling you what to do makes you want to rebel. Always.

<u>SEQUENCE:</u>	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 21 CROSS-REF _____

Purpose: Pre-Q, FEBA, different Cat levels

Cycle: Pros Rap Qual x N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: Various, office mostly

Range: BEG (p. 55, para 15, line) END (p. 60, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Different dealing with different Cat levels.

2 - Easier to sell Cat 1 because of more options.

3 - You can often tell levels, graduate or not, etc. when a person walks in the door -- instinct.

4 - Dress, conversation, etc. can help determine Pre-Q. Vo-tech students often don't do well on test.

5 - Race, sex, age don't matter.

RULE: 1 - Don't call lower Cat levels dummies, let higher levels know they have more opportunities.

2 - Lower Cat levels don't take baths, have long hair, sometimes ask if this is the recruiting office (with sign right in front of them, sometimes won't say a word). Hair and dress are important keys. Schools have dress codes -- so a kid who doesn't meet then couldn't be in school.

3 - Can also tell through conversation. Ask questions about courses, algebra, etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: _____ PCW
I.D.: Coder 2 S 1 SEQ 21 CROSS-REF _____

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

6 - Once you let females know that they can't take combat related jobs,
it eases things.
7 - Lots of kids in his area interested in airborne.
8 - People with diplomas are more likely to stay in the Army than those
without.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 22 CROSS-REF _____

Purpose: Keeping on top of DEPs

Cycle: Pros Rep Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: _____

Range: BEG (p. 60, para 3, line) END (p. 60, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You can have a lot of input with DEPs, but you can't really control them.

RULE: 1 - Keep in touch with school counselors of DEPs to make sure they are doing ok.

2 - Have to stress to kids that not graduating is breaking their contract, they lose everything.

3 - let females know they can't get pregnant.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 23 CROSS-REF _____

Purpose: FEBA techniques and H-O

Cycle: Pros Rap Qual M&I FEBA x Clo H-O x DEP F-UP M/A Oth

Setting: Various, office mostly

Range: BEG (p. 60, para 7, line) END (p. 62, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Girl friends will stand by kid's decisions if they really care about them.

2 - Army is a great stepping stone to a career.

3 - Army compares favorably to business as far as opportunities.

RULE: 1 - Convince girl friends to support decisions of guys who want to join. Play on sincerity if necessary.

2 - Sell kids on the Army first, job second.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Good examples of handling girl friend who objects. Several ways of
comparing jobs, selling features.

PREDICATE: Vis___ And x Kin x Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q x I-C___ I-A___ I-E___ P-C x Oth S-CON___

COMMON PATTERN OPERATOR

PATTERNS: M-4

TECHNICAL RESULT OR OUTCOME

Compares Army enlistment to big corporation job offer to convince kid's girl friend that Army is a good idea.

CEQ with S-CON

Love = not stopping kid's decision. Forces girl friend to focus on what's best for kid, not just herself. Not willing to wait = marriage wouldn't work anyhow.

("If your goal...and you don't have the money... then the Army can help.")

UNIQUE **PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

REPORT TYPE: PCW

I.D.: Coder 2 S 1 SEQ 23 CROSS-REF

PATTERN OPERATOR

COMMON

PATTERNS: RE-D

C/D

TECHNICAL RESULT OR OUTCOME

Purpose of Army isn't to get 20-year people only,
but to open doors for kids.

Describes aspects of jobs similar to what kid wants
to do, even if the job itself is in another field.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S I SEQ 24 CROSS-REF _____

Purpose: Teaching DEPs about the Army

Cycle: Pros Rep Qual N&I FEBA Clo E-O DEP x F-UP M/A Oth

Setting: _____

Range: BEG (p. 62, para 7, line) END (p. 64, para 8, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It helps get kids ahead a little to give them some training and information while in DEP. Kids give good feedback later.

2 - Prefers group functions because he has 5 high schools, kids get together, it can help them if they go to basic together (it helped him).

RULE: 1 - Teach kids about changes in Army, some drill, exercise, rank structure, other standard DEP stuff.

2 - Let newspapers know when a kid joins, job, where he's going, how to contact him, etc.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 2 S 1 SEQ 25 CROSS-REF _____

Purpose: N & I, FEBA, major life goals, working with families

Cycle: Pros ___ Rep ___ Qual ___ N&I x FEBA x Clo ___ H-D ___ DEP ___ F-UP ___ M/A ___ Oth ___

Setting: _____

Range: BEG (p. 65, para 2, line _____) END (p. 67, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Working with the family, getting them behind you, is very helpful.

2 - It helps to demonstrate the value of education combined with job experience, for later civilian employment.

3 - FEBA is basically feeding back what the kid gave you in N & I.

4 - A lot of parents put the idea of college in kid's heads, but the kid might not really want that. You have to listen effectively to pick it up. He didn't used to pick that up, but does now.

5 - If you listen, kid will tell you exactly what to do to close the sale.

RULE: 1 - Have and use a program that shows how jobs in the Army will help in civilian employment.

2 - When you have N & I, just feed it back to the kid in terms of your programs and wait for him to shake his head yes.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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APPENDIX B

PRIMARY COMMUNICATION SKILL REPORTS

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder 2 S(s) A,C,D,E,G,H SEQ 1 CROSS-REF PCSR (2, 3, 4, 5, 6)
OUTCOME: Find prospects and make appointments.
CYCLE: PROS x RAP QUAL N&I FEBA CLO H-O DEP F-UP M/A OTH
LOCATION: STA x H.S. x CLG x HOM x FOOD x STRT x MAL x CIV x MEPS x BAS x OTH x
CONTACT: FACE x TELE x LTR x SPCH x RPI x OTH x
PLAYER: PROS x PRNT x DEP x NLST x CIV-LDR x HSCG x MPGC x FRND x REF x OTH x

B. OVERVIEW

RECRUITER

ADVANTAGE: 1 - R will be able to build and control a referral system along with cold calls and advertising.
2 - R will have several ways of introducing himself and quickly establishing rapport in person and on the phone while meeting new prospects.
3 - R will have ways of introducing the concept of the Army to prospects in initial contacts, creating interest and curiosity, while gently setting up his sales presentation.

SALES SKILL

DESCRIPTION: 1 - Getting referrals depends on maintaining rapport with referral sources and motivating them to supply names and/or introductions of prospects.
2 - The R introduces himself by name, in a friendly informal way. If he has some information on P, such as test scores, impending graduation, etc. he congratulates P on this and asks about his future plans. He accepts all information, comments, and paces to establish rapport.

II. COMMUNICATION PATTERN

A. PATTERN

DESCRIPTION: 1 - R builds a referral system using cold calling, area canvassing, publicity, and other ways of finding prospects.
2 - R makes initial contact with P, gently introducing himself, using whatever information he has available about P, and begins to establish rapport.

REPORT TYPE: PCSR
I.D.: Coder 2 S(s) A,C,D,E,G,H SEQ 1 CROSS-REF PCSR (2, 3, 4, 5, 6)

BLOCK
DESCRIPTION CONTINUATION

RECRUITER

ADVANTAGE: 4 - R will know how to use closing techniques to get good appointments, along with briefly pre-qualifying when appropriate.
5 - R will be able to handle objections to the concept of the military and overcome these to either get the appointment, or at least establish and maintain rapport for future contacts.
6 - R will learn to follow-up to remind P of appointment, and maintain rapport and enthusiasm.

SALES SKILL

DESCRIPTION: 3 - R takes whatever information P has given and relates it to possible Army opportunities. He may ask if P has thought about service, or certain benefits of service. Creates curiosity by dropping hints about some benefits, without giving details. This sets up later sales presentation and gives opportunity to close, just as in the rest of the sales cycle.
4 - R uses standard closing techniques to ask for appointment.
5 - R uses standard H-O techniques to handle initial objections, turn them around, or maintain rapport.
6 - R follow-up to remind P of appointment and maintain rapport and enthusiasm.

PATTERN

DESCRIPTION: 3 - R next gathers more information about P by asking brief questions. The answers R gets to his questions, move him into a small version of the entire sales cycle in which he gathers N&I, relates these to Army opportunities as in FEBA while generating curiosity and setting up later presentations. R then closes for the appointment, handles any objections and gets confirmation. R later follows up to insure that the P will actually come in.

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
1	To get referrals from as many sources as possible.	<p>Maintaining rapport with referral sources is done through constant contact and real interest in the referral source as a person. All the patterns of rapport are used (see also PCSR 2). Motivation is done in a variety of ways depending on the source, including techniques of closing (see PCSR 5). R invariably uses presupposition to assume that the referral source knows other prospects and will provide them.</p> <p>a) If the source is a DEP he has many more motivating techniques ranging from incentives such as promotion, to using the DEP's sense of camaraderie with his friends, to directly ordering him or her to help out. These cover the range from softeners such as C-POST and SD, to more direct methods such as S-CON and MO (necessity), to painting pictures using FP-CON and many of the techniques of FEBA (see PCSR 4).</p> <p>b) With adults such as parents or school counselors, the R will generally take more of a peer role, stressing that they all have the same goal of bettering the lives of the kids. He will use softeners such as AWARE, A-OUT, INT to stress the outcome of the referral. He will also use humor and cite mutual experiences to convince the referral source of the value of the military.</p> <p>c) If the source is a prospect who turns out to be unqualified, for example in the initial phone call, the R uses already established rapport to expand the idea of the Army, and what it offers, to include the person's friends who, it is presupposed, may be interested and qualified. R will use softeners and YB-CON and C/FS to change the subject of discussion from the unqualified P to his or her qualified friends. This process is generally limited to unqualified Ps who show real interest in the Army.</p> <p>d) With new recruits and enlisted personnel, the R will use a wide variety of patterns to motivate for referrals, depending on the person and his relationship with them. These include most of the patterns of FEBA and CLO (see PCSR 4 and PCSR 5).</p>	<p>P,FP-CON, S-CON, C-POST,SD</p> <p>P,A-OUT,IN AWARE</p> <p>MO,MR, C-POST,YB- CON,C/FS,P</p> <p>C-POST,C/FS, UV,P,CEQ,MO, NEG-COM, C-LINK, S-CON,R/S, C/FS,HOC,IN, SCO-AM,APV</p>

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,C,D,E,G,H SEQ 1 CROSS-REF PCSR (2, 3, 4, 5, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
2	Introduce himself and establish rapport.	<p>a) If R is calling on phone, he introduces himself by name, not as an Army recruiter. He may say he's with the Army, or representing "Army opportunities" or some other euphemism. If he has some information about P he will mention this and comment on it in some positive way, usually presupposing accomplishment, pride, etc. He will then ask a general question or two about P to get a sense of which direction to go and a sense of how much to do over the phone. He will pace each answer in some way.</p> <p>b) If R is out canvassing, he may simply approach every person he sees, greet them, and ask them to join the Army. More likely, he will use some personal criteria to pick likely Ps to approach. He will simply greet them and comment about whatever is happening in the situation, or whatever he feels may give him an opportunity to lead into talking about the Army. He will pace, using whatever the P or Ps provide him.</p>	P,MR,PF (see also PCSR 2)
3	Introduce the concept of the Army and its possible benefits for P.	<p>a) R takes whatever information P has given while establishing rapport and relates it to possible Army opportunities. He may ask if P has thought about service, or certain benefits of service, or even presuppose that he already has. He will use P, C-POST, MR, AWARE to softly slide into talking about how the Army relates to whatever they just talked about. May C/U to talk about service to country or C/D to talk about specific benefits. May also C/D or C/FS to gather more specific information about interests ("What kind of car are you looking for?") to set up FERA.</p> <p>b) R may directly challenge P, even before greeting, introduction, or establishing rapport, to startle P into thinking about Army. He may use presupposition or C-POST such as: "Is this what you want to do for the rest of your life?" This is usually used with a kid working in a fast food place or a car wash.</p>	MR, P, C- POST, AWARE, RE-D,SD,N, MO,UV,C/D, C/U,C/FS

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,C,D,E,G,H SEQ 1 CROSS-REF PCSR (2, 3, 4, 5, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		c) R will generally try to create curiosity about the Army by dropping hints about some benefits, without giving details. He may take something that was mentioned and use presupposition or RE-D, or S-CON to turn it into something having to do with an Army benefit, but then only ask if P was aware of this opportunity, without explaining. He may further use a number of vague statements including SD's, N's, UV's, and MO's (possibility). This sets up his later sales presentation and, if P seems intrigued, gives R the opportunity to close for the appointment.	
4	Close for appointment.	Standard closing methods of conditional, trial, or two-choice closes (see also PCSR 5).	P, RE-D, S-CON, NEG-Q
5	Handle objections to Army, service in general, or appointment.	R uses all the standard techniques for handling objections. He will use softeners to maintain rapport while gathering more information. He'll use RE-D's and other reframes to change meaning of objection and turn it around, while pacing to maintain rapport. He may use YB-CONs, FP-CONs, and other means to accept objections and then negate them with either comparisons, or information the P doesn't have that could change his mind. He will also, sometimes, anticipate objections as a way of pacing. If all else fails he will use A-OUT and FP-CON to allow for later changes of mind and/or plans so that P can be contacted later, or come in himself if he wants. Rapport is maintained as well as possible at all times (see PCSR 6 for fuller descriptions).	P, AS, C/FS, UV, A-OUT, YB-CON, MR, MO, AWARE, C/U, CEQ, IN, C/D, RE-D, TAG, others possible.
6	Follow-up on appointment.	R calls P before appointment to remind him of it and maintain rapport. If he has doubts about whether P really intends to keep the appointment, he may challenge him directly with MO and other patterns to instill guilt or responsibility. He may also have P repeat back the time and address of the meeting to test him. He may even mention incorrect time or place to P to see if P corrects him with proper information.	P, MO, various others.

PRIMARY COMMUNICATION SKILL REPORT

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder 2 S(s) D,E,F,G SEQ 2 CROSS-REF PCSR (1,6)
OUTCOME: Establish rapport with P, as well as others, maintain or re-establish rapport
CYCLE: PROS RAP x QUAL N&I FEBA CLO H-O DEP F-UP M/A OTH
LOCATION: STA x H.S. x CLG x HOM x FOOD x STRT x MAL x CIV x MEPS x BAS x OTH x
CONTACT: FACE x TELE x LTR x SPCH x RPI x OTH x
PLAYER: PROS x PNT x DEP x NLST x CIV-LDR x HSCG x MPGC x FRND x REF x OTH x

B. OVERVIEW

RECRUITER

ADVANTAGE: 1 - R will be able to establish rapport on first contact, prospecting, etc.
2 - R will be able to establish and maintain rapport with P during initial appointment.
3 - R will be able to gain and maintain rapport with others in community besides P's, such as referral sources, family members, etc.
4 - R will be able to avoid problems which may hurt rapport, as well as maintain or re-establish rapport in the face of objections, challenges or other conflicts.

SALES SKILL

DESCRIPTION: 1 - R will determine ways to approach people in a non-threatening way, as well as communicate with them in a way that establishes rapport. He may join in activities, such as sports, that P's may be involved in.
2 - R recognizes signals from applicant, verbally and non-verbally and responds based on these. He uses PF accordingly.
3 - R recognizes the needs of people other than P and responds on whatever level of communication people need to feel at ease and want to communicate and help.

II. COMMUNICATION PATTERN

A. PATTERN

DESCRIPTION: 1 - R uses softening techniques to gently establish rapport with P, and get P to feel comfortable and to talk freely, on first contact and again during the initial appointment. R uses verbal and non-verbal signals from P to judge how, and how quickly to proceed. R individualizes this process for each P based on these signals.

REPORT TYPE: PCSR
I.D.: Coder 2 S(s) D,E,F,G SEQ 2 CROSS-REF PCSR (1,6)

BLOCK
DESCRIPTION CONTINUATION

OUTCOME: when necessary.

SALES SKILL

DESCRIPTION: 4 - R handles objections and challenges, using normal H-O methods that
soften, reframe, or diminish problems and maintain or re-establish
rapport as necessary.

PATTERN

DESCRIPTION: 2 - R will use these same techniques, also individualized, in working
with others he has contact with such as community leaders, school
officials, family members of prospects, and other referral sources.
3 - R will also use these techniques to re-establish rapport if it has
been damaged or threatened in some way.

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
1	Establish rapport on first contact, prospecting.	Uses "soft" introductions and other prospecting techniques (see PCSR 1). He may join in activities, such as sports, that P's may be involved in.	(see PCSR 1)
2	Recognize signals given by P both verbally and non-verbally and respond appropriately to establish and maintain rapport.	<p>a) See Rules and Beliefs for signals R pays attention to.</p> <p>b) Uses a variety of softening techniques, paces content, and uses presuppositions, to set P at ease and get him to trust and open up to R.</p> <p>c) R may change setting of interview, or have others present (or not present), if he feels it is necessary to make P comfortable.</p> <p>d) R uses various techniques of chunking to individualize presentation, personally compliments P, and does whatever is necessary to let P know he is thinking of him as a person, not just another prospect.</p>	<p>See Rules and Beliefs</p> <p>C-POST, P, MO, AWARE, YB-CON, C-EX, S-CON, MF (meta comment), RE-D, TAG, IN --All within PF-CON.</p> <p>P, MF</p> <p>C/D, C/U, P S-CON</p>
3	Establish rapport with others besides P.	R recognizes goals of others: welfare of kids, good of the community, etc. Uses pacing patterns to express these to people in soft, non-threatening ways.	P, MF, IN, CEQ
4	Handle challenges and objections while still maintaining/enhancing or re-establishing rapport.	All the techniques of H-O, within pacing framework. Reframes, softeners, yes-buts, etc.	MF (meta-comment), MW, IN, P, AS, C/FS, SD, N, MO, UV

PRIMARY COMMUNICATION SKILL REPORT

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder 2 S(s) G, H SEQ 3 CROSS-REF _____
OUTCOME: Get accurate and complete information for both Pre-Q and N & I.
CYCLE: PROS RAP QUAL x N&I x FEBA CLO H-O DEP F-UP M/A OTH
LOCATION: STA x H.S. CLG HOM FOOD STRT MAL CIV MEPS BAS OTH
CONTACT: FACE x TELE x LTR SPCH RPI OTH
PLAYER: PROS x PRNT DEP NLST CIV-LDR HSCG MPGC FRND REF OTd

B. OVERVIEW

RECRUITER

ADVANTAGE: 1 - Recruiter will be able to obtain accurate and complete information from
P by setting a framework conducive to truthfulness and thoroughness. He
will do this in a way that sets up his FEBA presentation.
2 - R will be able to motivate P to give further information when necessary.

SALES SKILL

DESCRIPTION: 1 - Once rapport is established, R will set the frame and control the
nature of information sought regarding level of specificity to get infor-
mation that is as accurate as possible and as complete as necessary so
that he can accurately Pre-Q P and gather his N&I, including P's DBM.
He does so in a way that will help set up his sales presentation.
2 - R will get P to cooperate once the frame is set.

II. COMMUNICATION PATTERN

A. PATTERN

DESCRIPTION: 1 - R will set frame and control the nature of information sought regarding
level of specificity. He will generally begin by seeking very general
information to get P to talk freely about his past (Pre-Q) and his intended
future (N&I). He will move toward more specific information in each case.
This will set up FEBA for R and lead him right into which benefits most
satisfy his N&I, within his level of qualification.

REPORT TYPE: PCSR
I.D.: Coder 2 S(s) G, H SEQ 3 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

PATTERN

DESCRIPTION: 2 - R will use lots of motivational patterns to get P to cooperate.
These range from wild speculation in N&I to actual coercion in Pre-Q,
depending on R's personal style and the seriousness of the situation.

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
1	R will set the frame and control the nature of information sought, especially regarding level of specificity, to get information that is as accurate as possible and as complete as necessary.	<p>a) R will begin by going for complete and truthful information in Pre-Q, using UQ to get thorough information, e.g., "I want to know everything you've ever done in your life." He may use C-LINK or other CE patterns and pre-supposition to suggest or even virtually order P to be truthful, e.g., "I won't lie and you won't lie."</p> <p>b) R will next try to get more specific information by chunking down and using soft transitions that maintain a high level of rapport such as CEQ to make it seem natural that P would have to be very specific about his qualifications. For example, in the case where P may be interested in intelligence or security work, R may use CEQ, "You may be in a job where you'll need qualifications like mine."</p> <p>c) To get general N&I information, R will often first get P talking about himself using C/U and PF. He'll then set up hypothetical situations which allows P to let his mind wander freely using M-4, AIF, MO and other patterns, e.g., "If you could have anything you wanted, what might it be?"</p> <p>d) R will then get more specific information, such as the DBM, by C/D, P, C-POST and S-CON for softly sliding into the possibilities, e.g., "You can join for what you want..." or "Is that what this means to you," or "Which of these is most important?" or "If you could have all of these, which would you want most?"</p> <p>e) When R feels he has enough information, he will begin to relate interests to some aspect of Army service using a variety of patterns including vague statements using N and SD, reframes and contingency patterns to relate one thing to another, e.g., "If you've thought about that, then you've already thought about 'service to your country.'"</p>	<p>UQ,C-LINK, CE,P</p> <p>C/D,CEQ,P, C/FS</p> <p>C/U,PF,M-4, AIF,MO</p> <p>C/D,P, C-POST,S-CON</p> <p>N,SD,S-CON, MO,RE-D, C-EX</p>

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) G, H SEQ 3 CROSS-REF

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
2	To get P to cooperate once the frame is set.	<p>a) In cases where R is not sure he is getting accurate or complete information, he may try to trick or startle P into giving something he was holding back by direct threats of imprisonment if P is caught lying (within regulations) using S-CON or other patterns. This works especially where P wants some specialized job in which security, and therefore complete background information, is important. More gently, he may presuppose some problem to get P talking quickly and freely, e.g., "What about the glasses your sister told me about?" or "I heard your friend say he saw you smoking dope last night."</p> <p>b) If R doesn't believe P is trying very hard to give him good N&I information, he may gently ridicule P to motivate him by slightly changing the frame using C-POST, M-4, MF, e.g., "We are both intelligent people ... you should be able to think of something that interests you," or "My small child could answer these questions," or "There must be something you're interested in."</p>	<p>P,S-CON, C-POST</p> <p>C-POST,M-4 MF,P</p>

PRIMARY COMMUNICATION SKILL REPORT

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder 2 S(s) A,C,D,F,G,H SEQ 4 CROSS-REF PCSR (1, 2, 3, 5, 6)
OUTCOME: Present information to P in a way that will make him or her want to join the
CYCLE: PROS RAP QUAL N&I P&BA x CLO H-O DEP F-UP M/A OTH
LOCATION: STA x H.S. CLG HOM FOOD STRT MAL CIV MEPS BAS OTH
CONTACT: FACE x TELE LTR SPCH RPI OTH
PLAYER: PROS x PRNT x DEP NLST CIV-LDR HSCG MPGC FRND x REF OTH

B. OVERVIEW

RECRUITER

ADVANTAGE: 1 - R will be able to easily determine what category of P falls into as a
buyer of the Army, on several levels.
2 - R will be able to decide which products to concentrate on with P to
enhance P's interest in Army and motivation to buy.
3 - R will be able to present information to P in a way that P will understand
and respond to favorably.

SALES SKILL

DESCRIPTION: 1 - R determines situational categories P falls into, as well as attitude/
interest categories based on already determined N&I. He also decides if
the conditions of the interviewing session need to be altered to enhance
his presentation.
2 - Based on N&I and on category determination, R decides which products
to concentrate on.

II. COMMUNICATION PATTERN

A. PATTERN

DESCRIPTION: 1 - R determines, if he has not already in previous steps, how P falls
into each of the following categories: Cat level (general intelligence),
income level (family), education, current work/school status, family/
marital status (including financial responsibilities, needs), service
status (attitude, prior experience, family involvement, etc.). He also
decides if the conditions of the interviewing session are conducive to
his presentation to P.

REPORT TYPE: PCSR
I.D.: Coder 2 S(s) A,C,D,F,G,H SEQ 4 CROSS-REF PCSR (1, 2, 3, 5, 6)

BLOCK

DESCRIPTION CONTINUATION

OUTCOME: Army and set up the close

SALES SKILL

DESCRIPTION: 3 - R uses decisions from 1 and 2, coupled with sales presentation skills, to design and present information to P, that is most personally relevant to P, and in a way that will relate to P's N&I, enhance his interest, motivate him to want to buy, and set up the close.

PATTERN

DESCRIPTION: 2 - R then decides, based on all previous information gathered, which products, in addition to the Army as a whole, he should concentrate on selling to P: service, stability, education (incl. money), training, job, adventure, life experience (including travel).
3 - R then goes through FEBA, step by step: 1) Introducing facts; 2) showing evidence; 3) giving benefits (a) related to N&I, (b) providing experience/painting pictures, etc., (c) convincing P of personal value/relevance); 4) getting verbal agreement/feedback based on R's presentation.

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
1	Determine how P falls into certain categories and adjust the conditions of the interviewing session if necessary.	<p>1) R rates P on each of the following categories:</p> <ul style="list-style-type: none"> a) Cat level (low, high, very high) b) Income level (low, high, very high, moderate) c) Education level (HS grad, non-HS grad, tech training, college or college grad) d) Current work status (in school, in training, working -- at less than a desirable job, doing nothing) e) Family status (single, engaged or boy/girl friend, married, dependent family) f) Service status (interest level [already sold on Army, sold on service - but not sure which], attitude of relatives or others exerting pressure, prior service, other factors) <p>2) R also decides if the conditions of the interview are conducive to his presentation. There are several possible conditions R may find himself in with P(s):</p> <ul style="list-style-type: none"> a) P alone with R b) Multiple applicants with R c) Parents/family present, influencing P. <p>R must decide how to proceed based on P's ability to make a decision. In some cases R can simply present to P with no problem. In others this may not be wise.</p> <p>If there is more than one P, for example if two friends come in together, R will have to determine two things: a) Will the two applicants help or hinder one another through their influence; b) Are their N&I's close enough together to allow R to efficiently present to both.</p>	No specific patterns identified.

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,C,D,F,G,H SEQ 4 CROSS-REF PCSR (1, 2, 3, 5, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>If R feels he can use their relationship to his advantage, for example setting up a friendly competition between them so that they work toward joining, then it may be helpful to keep them together. If R feels that they are pressuring each other too much to be able to make good decisions, or use good judgement based on their own needs, he should separate them.</p> <p>If they have similar N&I, R can save time and use their relationship to enhance his presentation. If their N&I are very different, they should be separated and each talk to a different recruiter if possible, or as a second choice, make separate appointments.</p> <p>Another major decision R will have to make is whether P can make his own decision about joining the Army. He may not be able to determine this until an objection comes up later, but if he can do so at this point he may be better off because he can change the conditions of the interview to include, or exclude, other significant people in P's life who could affect his decision to join, or not join, the Army. These include parents, siblings (especially those in the service or with prior service experience), girl friend or boy friend, fiance, etc. It is wise to include any of these people in some portion of the sales presentation if they could help or hinder the sale. It is also wise to save some significant other person, specifically relevant to that person's needs or interests, since the recruiter is better equipped to do so than the applicant.</p>	

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,C,D,F,G,H SEQ 4 CROSS-REF PCSR (1, 2, 3, 5, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
2	Based on N&I and on category determination, R decides which products to concentrate on.	<p>R has gathered N&I already, as well as determining how P falls into each of the above categories. R now must decide which product(s) to sell specifically. He has the following general products:</p> <ol style="list-style-type: none"> 1) Army as a whole 2) Service to country 3) Stable future/help for family 4) College/education (after Army -- money for later) 5) College/training/education (during service) 6) Job (work, income) 7) Adventure 8) Life experience (including travel) <p>R sells Army as a whole to everyone, regardless of other products, but in a personalized way. The same goes for service to country, though this is highly stylistic among recruiters. If he has established a DBM that seems logical and possible to meet to him, then that is what he should sell. Beyond that there are no firm rules for who he should sell which products to. If he is not sure, there are some generalizations that can be made -- relatively safely. The following relationships between category determination and products are meant to be used only as guidelines, or a place to start, not rules. Each may be entirely inapplicable for a particular P. R must determine through feedback, verbal and non-verbal, from P, if he is on the right track.</p> <p>Cat levels: <u>Low</u> Job Train/ed. Stable fut.</p> <p><u>High</u> Coll/ed. any</p> <p><u>Very High</u> Adventure Life exp.</p>	No specific patterns identified.

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,C,D,F,G,H SEQ 4 CROSS-REF PCSR (1, 2, 3, 5, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		Income level: <u>Very Low</u> Job Stable fut. Coll/ed. <u>Moderate</u> any <u>Very High</u> Life exp. Adventure	
		Ed. level: <u>Non-grad/tr.</u> <u>Train/ed</u> Job Coll/ed <u>HS Grad/Coll</u> <u>Coll/ed.</u> Adventure Train/ed <u>Coll. Grad.</u> Adventure Life exp.	
		Current status: <u>Work/nothing</u> Job Train/ed. Job Stable fut. <u>Training</u> Train/ed. <u>School</u> <u>Coll/ed.</u> Adventure	

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,C,D,F,G,H SEQ 4 CROSS-REF PCSR (1, 2, 3, 5, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>Family status: <u>Single</u> <u>Any</u></p> <p><u>Engage./g or b</u> Job Stable fut. Coll/ed.</p> <p><u>Married/dep. fam.</u> Stable fut. Job Train/ed.</p> <p>Service status: This relates more to how to sell P than what, or which products, to sell.</p>	
3	R uses decisions from 1 and 2, coupled with sales presentation skills, to design and present information to P, that is most personally relevant to P, and in a way that will relate to P's N&I, enhance his interest, motivate him to want to buy, and set up the close.	<p>Here R actually goes through the sales presentation to P based on FEBA: Facts - Evidence - Benefits - Agreement.</p> <p>a) Facts: Basically, R introduces products P has shown a need for or an interest in, based on steps 1 and 2 above. This is similar to the sections of prospecting in which he gives basic information, in a way that will create curiosity and motivation to want to learn more. R will use softeners such as C-POST and AWARE to introduce the product or fact: "Have you ever thought about ...?" He may use CEQ or other patterns to create curiosity or familiarity: "Jumping out of a plane ... unusual, not something everyone can do."</p> <p>b) Evidence: R may need to present evidence to legitimate his facts, or the existence of the products he has introduced to P. He can use the actual contract P would sign, the sales book with its pictures, or Join. R may also use his personal experiences in the Army as a M-4: "Let me tell you how I did it." Most of this is a matter of recruiter style and the individual needs of P.</p>	<p>C-POST, AWARE, other softeners, CEQ</p> <p>M-4</p>

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,C,D,F,G,H SEQ 4 CROSS-REF PCSR (1, 2, 3, 5, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>c) Benefits: R will relate products to N&I in a way personal to P. He will create the experience of the benefits P will gain from the products. There are three overall steps in this process:</p> <p>1) Relate products directly to N&I.</p> <p>R may use UV, P and MR to vaguely connect specifics to P's desires: "...letters of commendation ... something an employer will look at ..." or, "I'm sure you're the type who wants to excel ..."</p> <p>R may also use HOC and YB-CON to match the priorities in which P wants to accomplish his goals, qualifying what he says using MO, as a softener, or a way out, in case his suggestion isn't well received: "...you want something that's more of a challenge ... unless I'm misreading you, continuing education is important, but not at this point ... eventually ..." Similarly he'll use A-OUT: "You've accomplished this, now we'll put you through ..." to offer a unique opportunity different than what P has experienced before.</p> <p>R may further use presuppositions and MF to both introduce possibilities and maintain rapport with the use of "we" or "us": "Well let's take a look at it ... let's think about what you want to accomplish." This enhances rapport, introduces the product, and gets P thinking about what the product will do in terms of his goals.</p> <p>2) Provide the experience — alter P's perception of time/place through: fantasy/painting pictures; chains/metaphors/strategies; role play/role reversal; other patterns.</p>	<p>UV,P,MR,HOC, YB-CON,MO, A-OUT,MF</p> <p>FP-CON,M-4, STRAT,CHAIN, C-POST,UV, MR,P,SUB-T, RE-D,CEQ, AWARE,MO,NBG NEG-Q,YB-CON CE,MF,C/U, TENSE,S-CON</p>

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,C,D,F,G,H SEQ 4 CROSS-REF PCSR (1, 2, 3, 5, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>There are many patterns R can use to enhance his presentation in terms of creating an experience of the benefits for P. These techniques include overall principles such as strategies, chains, FP-CON, and M-4's. These are generally designed to take P, or some other player such as a parent or friend into the future where they can imagine the accomplishments and successes that go along with enlistment. Because of this it is often important for R to know how to begin and end one of these, as well as using what comes in the middle.</p> <p>Beginning:</p> <p>R will usually begin by introducing an image to P in the usual soft introduction methods such as C-POST and, quite often, UV: "Have you ever thought about jumping out of an airplane?"</p> <p>R may also begin by creating unpleasant feelings -- if he is sure he can repair them to his benefit later by using FP-CON, MR, and P: "You're going to hate me ..."</p> <p>If R has especially good rapport with P, and senses that P admires or would like to emulate him, he may set up a role reversal, using SUB-T in the M-4, to begin: "... think about six years from now you might be behind this desk talking to a young man just like I'm talking to you."</p> <p>For a particularly unpleasant feature, to P, R may begin by reframing it to set up a more pleasant image (in this case of basic training) using RE-D, CEQ, AWARE, and MO: "... true adventure ... Have you ever been camping before? ... look at it as a camping trip ..." This not only reframes the subject, but also anticipates the objection.</p>	

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,C,D,F,G,H SEQ 4 CROSS-REF PCSR (1, 2, 3, 5, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>Using/enhancing the image:</p> <p>Once the framework is set, and the image E wants P to have has been introduced or created, E needs to carry it through to give P as full an experience as possible.</p> <p>E may now put P more fully into the picture by using NEG and Specific modifiers:</p> <p>"... you're in that jet black truck with those chrome wheels ..." or "... after two weeks training, okay, getting on a parachute. Now you're flying along ... You're looking out and everything on the ground is about two inches tall ..." Or, to accomplish the same thing he may use NEG-Q: "Why don't you feel ..."</p> <p>Ending:</p> <p>E will want to end the experience in a way that makes P feel good and motivate, or having feelings of accomplishment about the experience. One powerful method is to take P quickly from something unpleasant to something rewarding using MR and RE-D to enhance the feelings E wants him to have:</p> <p>"You say to yourself, oh man, what did I do now? ... first sergeant starts reading your orders of promotion to sergeant E5."</p> <p>E may in the same sense but less abruptly vividly describe all the benefits that follow something P believes is unpleasant such as basic training, using YB-CON, CE, MF, C/U, presupposition, and more: "Sure it will be hard, but ... develop yourself and your endurance to a level ... that you probably thought never existed."</p>	

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,C,D,F,G,H SEQ 4 CROSS-REF PCSR (1, 2, 3, 5, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>Overall design:</p> <p>R's overall organizing framework can take several forms, but usually it will begin with either neutral or unpleasant experiences and move P toward positive ones with good feelings attached.</p> <p>R may use a combination of STRAT and Specific as above, but in the order of a visual image, followed by unpleasant feeling to create a bit of tension, finishing with a pleasant feeling or unspecified experience to relieve the tension: "You're looking around ... your stomach was tighter than a knot ... now it's just sitting there ...". This also includes TENSE changes and SUB-T.</p> <p>R may also use Chains, R/S, S-CON, and MF to take P, or even some other player, through a sequence that sets up a later comparison, solidifying the experience: "...later on in life ... comes out ... gets his degree ... goes to work ... position open and he's competing ... they've got identical credentials but he's got prior service ... employer's going to look at that ..." or "If he made it through three years ... he's going to continue whatever his goals are."</p> <p>3) Convince P of benefits through: comparisons; motivators/challenges.</p> <p>R needs to solidify or tie together the experience he has created. He may follow it with a comparison with the competition (school, job, other service, etc.) or with some challenge or other motivator that gets P to carry the excitement forward with him, or a combination of these. This can be the same as the FP-CON, STRAT, and Chains described above, or it can take other forms.</p>	<p>FP-CON, STRAT CHAIN, C/D, INT, MO, YB- CON, P, A-OUT, S-CON, NEG-Q, HOC, AS, OR, CONS, C/U, M-4, R/S, C- POST</p>

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,C,D,F,G,H SEQ 4 CROSS-REF PCSR (1, 2, 3, 5, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>Comparisons:</p> <p>Comparisons take several forms. R can compare future possibilities using FP-CON and C/D: "...employer knows you can work with other people because of service [but doesn't know about other people competing with P] ..." or just a direct comparison: "...spent the same amount of time working and in school that this other person just spent in school ..."</p> <p>R may also compare other services to show that Army competes favorably using INT, MO, YB-CON and other patterns: "...like their uniforms better, I can't fight that ... but ... if it's because they can offer more skilled training ... guarantee you a station ... somebody's jerking your chain ..."</p> <p>Motivation/challenges:</p> <p>R may also use motivation and direct challenges at the end of his images using P, A-OUT, S-CON and other patterns: "...you're going to be proud ... wearing the uniform ..." or "...going to be challenges ... and the old attitude of 'I can't do it,' you'll find out that will change."</p> <p>To someone who comes from a high income home, R may use NEG-Q, HOC, AS, OR, CONS and other direct challenges: "...dad went through these experiences ... you want to sponge off him ... are you going to know how to keep it [money] ...?"</p> <p>Combining comparisons with challenges/motivators:</p> <p>To compare Army rank structure to structure of any business, R can use a bit of humor, Cu, M-4, R/S: "... president didn't start out there ... actor first ..."</p>	

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,C,D,F,G,H SEQ 4 CROSS-REF PCSR (1, 2, 3, 5, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>P may also wish to set up P answering no to some obvious question about a competing possibility that will lead him right back into wanting the Army using C-POST: [in response to seeing some people who obviously really hate their work] "...guys are having a lot of fun at their jobs ... is that what you 'job satisfaction' means to you?" R may use a very subtle ending for an image that is actually a suggestion to join using SCO-AM, for example at the end of an image of landing after a parachute jump: "...and you say to yourself, 'let's do it again.'" The only actual way for P to do it again is to join the Army. This suggestion is a strong but subtle motivator.</p> <p>d) Agreement: R gets P to respond to the experience he has presented by verbal agreement. This sets up the close.</p> <p>R essentially uses the skills of closing to determine the effectiveness of his presentation. R will use presupposition in the form of two-choice closes: "...which would you choose...?" or S-CON in the form of a conditional close: "If I could take care of that, would that take care of it for you?"</p> <p>R will also use direct suggestion or commands including S-CON: "...if you qualify — if you don't you'll have to take something else."</p> <p>R may also use P and C/FS to presume acceptance by P: "We're going to ask you to do this for us ..." making the process more personal as well.</p>	P,S-CON,C/FS

PRIMARY COMMUNICATION SKILL REPORT

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder 2 S(s) A,D,H,I SEQ 5 CROSS-REF PCSR (1, 4, 6)

OUTCOME: Close the sale, prepare P for enlistment.

CYC'E: PROS RAP QUAL N&I FEBA CLO x H-O DEP F-UP M/A OTH

LOCATION: STA x H.S. CLG HOM FOOD STRT MAL CIV MEPS BAS OTH

CONTACT: FACE x TELE LTR SPCH RPI OTH

PLAYER: PROS x PRNT DEP NLST CIV-LDR HSCG MPGC FRND REF OTH

B. OVERVIEW

RECRUITER

ADVANTAGE: 1 - R will know when P is ready for close and how to test for it.

2 - R will be able to motivate P and control the pace of the closing.

3 - R will have several ways of asking for the close.

4 - R will be able to adequately prepare P for enlistment to prevent buyers remorse or QNE.

SALES SKILL

DESCRIPTION: 1 - R tests for close and determines P's readiness to agree.

2 - R controls the pace of closing.

3 - R asks for the close by one of the following: 1) direct question, statement, or presumed close, 2) two-choice close, 3) conditional close.

4 - R prepares P for MEPS site, and continued contact through basic training.

II. COMMUNICATION PATTERN

A. PATTERN

DESCRIPTION: 1 - R will test P in several ways to find out if he is ready to agree, primarily getting him to agree to something small first, and gradually building up to agreeing to join.

2 - R uses a number of motivators to speed P through the decision making process if feasible. If necessary, R may slow the process down to give P time to think about his decision, or to give R time to give more information or teach P about decision making.

REPORT TYPE: PCSR
I.D.: Coder 2 S(s) A,D,H,I SEQ 5 CROSS-REF PCSR (1, 4, 6)

PCSR

I.D.:

Coder

2

S(6) A.D.H.I

SEP 5

CROSS-REF PCSR (1 4 6)

BLOCK

CONTINUATION

PATTERN

3 - R uses one of several methods of asking for the close: 1) direct question or statement, or presumed close, 2) two-choice close, 3) conditional close.

4 - R prepares P for going to MEPS by describing the processing cycle thoroughly, in a way that relaxes and assures P. He also prepares him for the possibility of not getting exactly what he wants. Finally, he prepares him for staying in contact after he leaves for basic training.

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
1	To test for close and determine P's readiness to agree.	<p>R can use either indirect or direct methods to test for the readiness of P to join.</p> <p>Indirect:</p> <p>1) R may simply use a lot of "we" statements, assuming P is already part of the Army. This presupposing of agreement will elicit some response from P of either greater comfort, relaxation, and increased rapport if he is ready, or less of these if he is not. R simply needs to read the obvious verbal and non-verbal signs.</p> <p>2) One way of testing is for R to describe the processing and enlistment cycle to find out how P responds. He will FP-CON taking P into future benefits just as in FEBA, using UV's, NEG-Q and C-POST to make it easy for P to respond with a yes, but difficult to say no: [if we can do all that] "...wouldn't think of a reason not to join?"</p> <p>Direct:</p> <p>3) If R is still not sure, he can skip to step 3 and trial close. He'll either get a yes or P will give him more signals about what to do. (see Step No. 3)</p>	P,UV,TENSE, C-POST,NEG- Q,FP-CON
2	R controls the pace of closing.	R essentially has a choice of several forms of motivators to choose from to either get P to decide fairly quickly, or to take more time. These include a) pointing out the limits of opportunities, b) directly telling P not to wait, supported by realistic factors, c) helping P with the actual decision making process itself. R may also alter P's perception of time frames. He will speed things up if he feels this will help. He may also slow things down if P is the kind of person who needs time for decisions, or if he responds negatively to being rushed.	

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,H,I SEQ 5 CROSS-REF PCSR (1, 4, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		1) Motivators:	
		a) R will often point out to P, in one of several ways, that his current opportunities may not last long, and if he waits he could miss his chance to get what he wants. Using C/D, MF and RS: "...windows of opportunity ... got to remember with our constraints ... somebody might have just canceled ..." or using CE (implied): "...longer you wait, the less the jobs are ..."	C/D,MF,R/S, CE
		b) This ties in closely with simply telling P the realities of the situation he is in, and how he should proceed. For example, a P will often want to test before making a commitment, to see how he does and relieve himself of some of the responsibility for making up his mind. R can counter this using C/D and R/S: "...costs the tax payers about a hundred dollars just to give you the test ... a hundred dollars of my taxes."	C/D,C/U,R/S, M-4,CONS
		R can also use other direct methods with R/S, M-4, C/U: "...don't you think mom and dad are going to break your plate eventually ...?" or "...are you going [to procrastinate] for the rest of your life?"	
		R may, in the same sense, point out specifics about waiting using CONS: "The day you graduate high school ... go into a totally different category for us ..."	
		He can also relate directly back to benefits, as in FEBA, still using hard reality (R/S): "... we're talking dinero here buddy ..."	
		c) R can also help by pointing out the decision process itself, and its importance using C-POST, presupposition, and R/S: "Are you the type ... make a decision and stick with it?" or "You've put thought into this ... Army puts a lot of money into this ..."	C-POST,P, R/S

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,H,I SEQ 5 CROSS-REF PCSR (1, 4, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>2) R can control P's sense of time frame by a) defining the time frame for him, b) speeding it up, or c) slowing it down.</p> <p>a) R can tell P, directly, that the time to join is now, using presupposition and MO (necessity): "You've had enough time ..." or "We have to do it now, you gotta go now ..." Less directly he can also use presupposition and MO (possibility) with S-CON in the form of a C-POST: "If I give you a week to think it over will you join?" This creates the illusion of choice.</p> <p>b) R can speed things up using C-POST, S-CON, presupposition, SUB-T, and C/FS: "What's the difference between 60 days and 30 days ... Are you ready to go on the 16th of April if that comes up? Well, okay, John, what if it came up for the 16th of June?" or "Why don't we take the test Wednesday, and join Friday." or "When you go down there then after you graduate, you'll be leaving within a couple days or a couple weeks or a couple months."</p> <p>c) R may also decide to slow things down a bit to allow P to make a careful decision, if he thinks that is called for using C/D: "I can see you're an individual ... don't expect you to jump on the bandwagon ..." This give P a little relief and shows respect for his decision making ability, enhancing rapport.</p> <p>R may also give the illusion of slowing down, while actually leading P further through the process, if he thinks it will help, using presupposition, PF, and SUB-T: While you think about it, let's take the next step."</p>	<p>MO (possibility, necessity), S-CON, C-POST</p> <p>S-CON, C-POST, P, C/FS, SUB-T</p> <p>PF, P, SUB-T</p>

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,H,I SEQ 5 CROSS-REF PCSR (1, 4, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
3	R asks for, and gets, the close.	<p>1) R directly asks P to join, makes a statement telling him to, or makes a statement presuming he already has. In the latter case he is using presupposition and can do so in several ways: "I'll have your paperwork ready ..." or "... that's good enough for me ..." or "welcome aboard." or "Here's what we're going to do."</p> <p>2) A two-choice close also rests on presupposition. It creates the illusion of choice where, in fact, there is none about whether to join, only about when: "...when would you like to take the test, today or tomorrow?" A variation is available in simply removing the specificity of time: "When you gonna join?"</p> <p>3) A conditional close is one in which some pre-conditions are set up that, if met, will solidify the close. It is sometimes referred to as "If I could ... would you ...?" It is a simple S-CON statement such as: "...if we can do all this for you, would you join?" R would obviously use this to close only if he knew he could meet the conditions. As a variation, it can be stated in the negative as NEG-Q/C-POST: "Can you think of a reason why you wouldn't ... [if we could] ..."</p>	<p>P</p> <p>P</p> <p>S-CON, NEG-Q, C-POST</p>
4	To prepare P for MEPS site, and continued contact through basic training.	1) R uses FP-CON and the other techniques of FEBA to prepare P for MEPS. His main goals are: a) to make sure P understands the processing cycle, b) to insure that P will be comfortable and open with the MEPS counselor, c) to get P to be open minded about job availability, but not to accept anything he won't be satisfied with. R constantly reinforces P's good decision and relates it back to his goals using all the techniques of creating full and complete images he used in FEBA. (see PCSR 4 -- FEBA).	See PCSR 4

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,H,I SEQ 5 CROSS-REF PCSR (1, 4, 6)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		2) R goes back to Pre-Q techniques of qualifying P to make sure he hasn't forgotten anything that might jeopardize his chances of getting what he wants in a job, or of his enlistment. (See PCSR 3 — N&I, Pre-Q)	See PCSR 3
		3) R uses FP-CON and other motivating techniques to get P to want to stay in contact after he enlists. He may give him self-addressed stamped envelopes to write R back with, or some other incentive.	FP-CON

PRIMARY COMMUNICATION SKILL REPORT

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)
OUTCOME: Be able to handle objections to maintain rapport with P and get him to want to
CYCLE: PROS RAP QUAL N&I FEBA CLO H-O x DEP F-UP M/a OTH
LOCATION: STA x H.S. CLG HOM x FOOD STRT MAL CIV MEPS BAS OTH
CONTACT: FACE x TELE x LTR SPCH RPI OTH
PLAYER: PROS x PRNT x DEP NLST CIV-LDR HSCG MPGC FRND x REF OTH x

B. OVERVIEW

RECRUITER

ADVANTAGE: 1 - R will be able to understand and classify P's objections(s) into one or
more of seven categories.
2 - R will be able to decide which of nine basic approaches will best handle
P's objection(s).
3 - R will be able to use any of the nine basic approaches to handle P's
objection(s).
4 - R will be able to test P to determine how well the objection(s) were
handled.

SALES SKILL

DESCRIPTION: 1 - R clarifies the objection and decides which category it falls into.
2 - R decides, based on the category the objection falls into, and how P
has been responding to R, which approach to take.
3 - R delivers the chosen approach effectively, so that the objection is
either diminished or eliminated entirely.
4 - R tests P to determine if the objection was effectively handled.

II. COMMUNICATION PATTERN

A. PATTERN

DESCRIPTION: 1 - R clarifies P's objection as much as necessary, also giving himself
time to think if he needs it. He then classifies the objection into a
suitable category that will help him know how important this is to P and
how best to approach him.
2 - R then decides which approach to take based on his rapport with P and
how strong and what kind of an objection P has.

REPORT TYPE: PCSR
I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

BLOCK
DESCRIPTION CONTINUATION

OUTCOME: join the Army.

PATTERN

DESCRIPTION: 3 - R then uses one or more of the approaches, getting as much feedback as possible from P, until he thinks the objection(s) has been handled enough to satisfy P so that R can again try to close. This may involve going all the way back to the rapport step in the sales cycle and beginning again from that point, going again through N&I, FEBA, and back to closing.

4 - R goes back to closing as a test to make sure the objection was handled adequately. He either gets the close, or he gets another objection and begins the cycle again.

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
1	To understand the objection and decide which category it falls into.	<p>First R must understand, and if necessary clarify the meaning of, the objection. Sometimes taking a few moments to do this will give the recruiter time to think of which category the objection falls into, and which approach to take in handling it.</p> <p>Objections take a number of forms, but they can be broken down into useful categories. R determines which category, or categories, of the following, P's objection falls into:</p> <p>a) FEAR: It can be assumed that ALL P's have some of this, and that it may have to be handled by R at some point. R should be ready to handle fear at all times, and look for it, if it is not apparent.</p> <p>b) Competing goals and needs: P may be planning on going straight to college. He may have special family needs, a wife, dependents, etc. These are legitimate and must be respected and addressed.</p> <p>c) Direct competition: This can come from jobs, other branches of service, or elsewhere. This is where a recruiter needs to be a highly skilled sales professional.</p> <p>d) Objections of other significant people: P's parents, girl friend, fiancé, brothers or sisters, friends or anyone else close to P can be real and formidable obstacles to enlistment. They may even be direct competition, e.g. members of another branch of service. It must be assumed that R is a better salesman than P, so it will often be R's job to handle these other people's objections with the same skill as he would P's objections. He should always offer to talk directly with these other people, and respect P's wishes in this regard. P may ask him for advice, help, or to let P handle it.</p>	No specific patterns identified.

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSE (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>e) Threatened rapport or trust: R may have forgotten or been unclear about something. Perhaps P has directly challenged R's honesty or integrity. P may have heard something negative about R, the Army, or some aspect of the service. These, again, are legitimate objections that deserve to be respected and handled with care and honesty. Rapport must be preserved at all times.</p> <p>f) Special or emotional objections: P, or those close to him, may have special personal, emotional, or even religious grounds for objection to service. P, or these others, may have direct knowledge about specific problems in the Army, e.g. drugs, homosexuality, or abuses of some sort. These can be difficult to deal with and require care and a high level of rapport.</p> <p>g) Utterly ridiculous objections: P may have some silly objection to service, such as the haircut, color of the uniform, etc. These usually mask some other underlying objection that is more serious. The ridiculous objection can be taken lightly, but the underlying one cannot. R should try to find out what it is and handle it appropriately.</p>	
2	To decide, based on the category the objection falls into, how P has been responding to R, which approach to take.	Most recruiters, and indeed most salesmen, agree that objections usually mean that the prospect simply needs more information. This is a good way for recruiters, and all salesmen, to frame their thinking in that it lessens their own fears and anxieties about rejection, it allows them to be persistent, it helps them stay focused on meeting the prospect's needs and interests, and it keeps them working for the close. The problem with this idea, however, is that it is sometimes simply not true. Even the FEBA step in the sales cycle is a great deal more than just presenting information. When handling objections, many techniques are often needed to get the prospect thinking differently about his position in regard to buying. When this is the case, more information	No specific patterns identified.

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>certainly needs to be given, but a great deal else may be needed as well. Knowing which information, and how to give it, is just as important as knowing that more is needed. R may need to back up all the way to the rapport step of the sales cycle and being from that point again, gathering more information on N&I, going through FEBA, and into the close, depending on P's responses. This will quite often take the form of a chain in which R slowly moves P through a series of better and better feelings about the Army until he is ready for the close. This overall view should be kept in mind while learning the individual approaches discussed below.</p> <p>R can use any of the following individual approaches, or any logical combination, to handle objections (each of these is thoroughly discussed in Step #3 below). Once he has completed Step #1, he needs to decide which of these to use:</p> <p>a) Handle objections by simply giving more information that will either nullify them or explain why they aren't applicable.</p> <p>b) Relieve tension, make P more comfortable, and reduce the strength of the objections(s) while maintaining rapport.</p> <p>c) Handle the objection(s) by moving P into the future.</p> <p>d) Motivate P in order to overcome the objection(s).</p> <p>e) Overcome the objection(s) by challenging them directly.</p> <p>f) Maintain rapport and clarify the intentions of all concerned in the face of the objection(s).</p> <p>g) Redirect or change the meaning of the objection(s).</p>	

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>h) Negate the truth or the value of the objection(s).</p> <p>i) Raise the level of analysis of the discussion so that the objection(s) no longer seems important.</p>	
3	To deliver the chosen approach effectively, so that the objection is either diminished or eliminated entirely.	<p>R will use one, or some combination of the approaches below.</p> <p>1. To handle an objection by simply giving more information that will either nullify it or explain why it isn't applicable.</p> <p>R can counter objections by giving more information, just as in FEBA, with C-EX and R/S strategies when R feels something has not been adequately covered, or if P really only needs straight, or more complete, specific information. Essentially this involves R going back to the FEBA step of the sales cycle and all of the patterns appropriate at that level apply here as well (see PCSR 4). It often helps to use the techniques of 2 and 6 below to bridge backward to FEBA.</p> <p>2. To relieve tension, make P more comfortable, and reduce the strength of an objection while maintaining rapport.</p> <p>R will use softeners. These will, in general, make P more comfortable, or more comfortable about whatever he has objected to. They take two basic forms: a) R can use one of several forms of comparison; b) R can be artfully vague, i.e. less than definitive to keep options open and force P to fill in his own details, useful when presenting broad possibilities. (See also 7 below on redirecting, as those patterns are generally softeners as well.)</p>	Various patterns of FEBA.

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>a) There are four different means of setting up comparisons:</p> <p>(1) R can use CEQ, which is a direct comparison form, e.g. "The Army has very large education centers with education counselors much like your high school counselors, okay, who will help you in setting up a program ... "</p> <p>(2) R can use RE-D, to redefine one thing as like or the same as another, e.g. "Basic is to help you, not break you," or "We aren't looking only for people who want to go in for a period of twenty years ... not our purpose ... Our purpose it to try to open doors ..."</p> <p>(3) R can use M-4 in a variety of ways. For example he can set up comparing the Army to a major corporation and compare problems and benefits. He can do the same by comparing the Army to college or any other major institution that may have similar benefits or problems. The comparison itself gets P to think of the Army in more familiar terms, thus softening its immediate impact.</p> <p>R can use M-4 to handle direct competition from other services by setting up another comparison that leads to the decision R wants: "...well let's say ES Chevrolet had a Trans-Am, they want sixteen thousand dollars for it. It had no options on it whatsoever. At GS, another car lot, had the same Trans-Am that was completely loaded and still wanted only sixteen thousand dollars for it, which particular car would you buy?"</p> <p>R can also use M-4 to set up a comparison so that someone else close to P who objects to P joining, in this example P's fiance, can have an objection addressed:</p>	CEQ, M-4, RE-D, CRI

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>"...a job down in Texas where a corporation in Texas calls him and tells him they have a job for him for a period of one year where he can make about \$75,000 a year. Are you going to stop him from going, or are you going to let him go?"</p> <p>(4) R can also use CRI to make direct comparisons, for example in a case in which a friend of P has had problems in the Army: "Are you the same as Johnny?"</p> <p>b) There are five major ways of being artfully vague:</p> <p>(1) R can use MO of possibility to suggest a possible objection that P has not yet stated, in a gentle and non-threatening way. This is especially useful in the many instances in which R thinks P might be afraid, but hasn't said so: "Maybe a little afraid ..."</p> <p>R can also use MO of necessity to point out real needs of P in some situations, especially if P thinks he can avoid some things if he doesn't join the Army: "...courses you'll have to take anyway, you can take while you're in ..."</p> <p>(2) R can use APV to switch from active to passive, less specific voice to show P that he has a role in what happens, that he is not just the recipient of other people's actions (using a bit of humor to help): "You have to pass a test, you have to pass the physical. You'll sit down with a career counselor, okay ... dressed just like myself, same type of uniform, same type badge, probably not quite as good looking as I am, but [APV shift] he's going to ask you exactly what you want to do, how long you want to do it for.</p>	MO,APV,UV, N,SD,NEG- COM

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>R can also use passive voice to lessen the apparent strength of an objection: "Unless you come from a very rich family or you do have a lot of scholarships available, okay, you could end up behind your peers because you're having to get student loans ..."</p> <p>(3) R can use UV and/or N along with being generally vague to leave out specifics and let P fill in his own details: "Army right now is very pro-education ... afford you every opportunity ... given a blank check on that. You can take as much college or as little as you want while you're in ... you've gotten education while you were in, you've kept up with your peers at little or no cost ..."</p> <p>(4) R can use SD to leave out certain things P may find objectionable. Also to allow P to fill in his or her own solutions to problems they have objected to: "But, are you grown up enough, or are you intelligent enough to recognize it when you see it out there? And if you see it, avoid it."</p> <p>(5) R can also use negatives, as in NEG-COM to soften the apparent reality of the objection: "I don't want to say it is not that way," or "I can't tell you it's not there ... but we're like anybody else, we do the best we can once we find out ... So, no, it is not a major problem you have to worry about."</p> <p>3. To handle objections by moving P into the future.</p> <p>R can use Future pacing just as in FERA. R can take P: a) to future accomplishments and good feelings, therefore getting him to want to join; b) to a negative future that would be the result of not joining, therefore getting</p>	

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		him to be frightened of not joining; or c) to a possible objection that P may have, but has not yet stated, allowing R to both anticipate and handle it before it becomes a problem.	
		a) R can take P to a positive future, within an FP-CON frame, in a number of ways including these five:	FP-CON, A-OUT,P,MR, AS,SPECIFIC, STRAT,ORD-#, CD
		(1) R can use A-OUT to accept the objection and show how it isn't a problem, for example in showing P how his girl friend doesn't have to be an obstacle to enlistment: "...that's fine partner, because we're going to help you, okay, to take care of her later on ..."	
		R can use A-OUT along with P and MR for a powerful effect on P, for example taking him to the time when he graduates from basic and his parents are looking on: "...they're going to be touched as you stand there in that room ... you can be proud that you made the right decision..."	
		(2) R can use AS, for example to set up a "what if" scenario, with a little humor to make it even more effective: "Hey, that's fine partner. You know, there's a lot of what ifs that could fall into that. Okay, let me ask you this, what if you did join the program and something else better did come up and what if I let you out of the program. And would you join then?"	
		(3) R can use SPECIFIC and STRAT to add realism to his future pacing in a limitless number of ways: "you can look forward to meeting many more ..."	
		(4) R can use simple presupposition to set up more elaborate future pacing: "When you go down to enlist ..."	

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>(5) R can use ORD-# and C/D to specifically describe future events or procedures to P: "...number one I can test and make sure that you're qualified for the programs, I can tell you about ... I can get your application paperwork ready, and I can schedule you to go down and process for enlistment." This can also be used to strengthen R's description of what P should do: "First step in the right direction ..."</p> <p>b) To take P to a negative future, R can use a combination of presupposition, S-CON, R/S, CEQ, and CONS, making P feel that he should join to avoid certain consequences: "...hey, if you're not prepared to do that, you're not ready for the service ... you've got to try the best that you can. If you don't try, then for the rest of your life you're going to regret it. You're going to say, why did I give up?"</p> <p>c) R can use presupposition, within FP-CON, to prepare P for future problems that could arise: "...there's a lot of guys out there that's probably going to be up and down your back for joining ..."</p> <p>4. Motivate P in order to overcome objections.</p> <p>R may motivate, or direct P in some circumstances, such as procrastination as in closing (see PCSR 5, Closing). R can do this in a number of ways, and combining a number of patterns. For example, using a combination of AS, M-4, A-OUT: "... partner, you know procrastination is human nature. Everybody does it and we always put it off ... I'll go wash my truck next week ... next week never gets here." Or, using a combination of MO and RE-D: "...what you really need to do is sit down and make a decision."</p>	<p>FP-CON,P, S-CON,R/S, CEQ,CONS</p> <p>FP-CON,P</p> <p>AS,M-4, A-OUT,MO, RE-D (others: see PCSR 5)</p>

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>5. Overcome objections by challenging them directly.</p> <p>R can use direct challenges to overcome objections, in one of two ways: a) a hard and direct manner; or b) in a soft and more subtle way. Either can be used with P or with someone else close to P who presents R with an objection.</p> <p>a) R can use strong, hard challenges in one of several ways.</p> <p>(1) R can use CRI to get P to make a decision: "...are you going to let her make the decision? If so, then we need to talk to her, we don't need to talk to you right now."</p> <p>(2) R can use presupposition, for example to express disbelief at the objection: "Now you're really not ... serious about this. You're not jerking my chain are you?" R can also use this to directly challenge P's abilities and readiness for military service: "...well good luck to you. When you grow up a little bit more, come in and see me." Either can be used to set up future facts or benefits R may want to present.</p> <p>(3) R can use a combination of presupposition and S-CON to challenge P's abilities, motivating him to take the challenge and want to join: "...listen guy, I got girls that can go through basic training and they made it."</p> <p>b) R can use more subtle challenges in one of several ways.</p>	<p>CRI, CEQ, S-CON</p> <p>CEQ, S-CON, M-4, softeners</p>

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>(1) R can use a combination of C.Q and S-CON to overcome the objection of P's girl friend to P leaving: "...if you're not willing to wait ... marriage wouldn't have worked anyhow. Also with P: "if your goal ... and you don't have the money ... then the Army can help."</p> <p>(2) R can always set up a M-4, with which the above can also be combined with softeners, as in 2, above, in handling the objection of P's girl friend: "...a job down in Texas where a corporation in Texas calls him and tells him they have a job for him for a period of one year where he can make about \$75,000 a year. Are you going to stop him from going, or are you going to let him go?...If you are not willing to wait ... marriage couldn't have worked out in the first place."</p> <p>6. Maintain rapport and clarify the intentions of all concerned in the face of objections whenever necessary.</p> <p>R can stop the direction of the discussion, and back up to some prior point. This can be:</p> <p>a) a re-setting of the entire frame of the discussion, whenever necessary, to maintain or strengthen rapport; b) a clarification of the intentions of P; c) a clarification or explanation of the intentions of R; or d) a clarification of the intentions or purpose of some aspect of the Army itself.</p> <p>a) To maintain or re-establish rapport, R can use presupposition and MR, within the pace frame: "What is there to think about, partner ... is there something that I didn't answer?" or "... well hey partner, look, evidently there's something else, okay, that we haven't hit on yet. What is it?"</p>	PF, P, MR

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>Sometimes it may be to R's advantage to stop, apologize, back up, and recapitulate what has been discussed to re-establish rapport in response to P pointing out some need R has missed: "Oh, yeah, didn't I mention that? I'm sorry, we got carried away, we were talking about your training, we were talking about your travel, you know, and you being able to support your family, okay. Well yes, we do have the Army college fund ..."</p> <p>b) To clarify P's intent, when R hears an objection, R can use IN, MO and presupposition: "...are you planning on maybe getting married to this girl later on, okay?" or "What is it that you're looking for the Army to do?"</p> <p>c) For R to clarify his own intent, on hearing an objection from P, he can use a combination of IN and CEQ: "I'd rather be honest with you and have you walk out of here, okay, than lie to you and have you come in. R could also use a combination of presupposition and RE-D: "Some people say an Army recruiter is the biggest liar in the world ... only here to help you ... I can't put you in the Army. I can help you get in the Army." These, obviously, are especially useful when R's intentions, or integrity, have been directly challenged.</p> <p>d) Sometimes it is useful for R to explain the purpose or intention of some aspect of the Army, in response to an objection using RE-D and IN: "Basic training is meant to help you ... not break you."</p> <p>7. To redirect or change the meaning of an objection.</p> <p>R can redirect or change the meaning of the objection. R can change the meaning of P's objection so that it really means something</p>	<p>IN,MO,P</p> <p>IN,CEQ,P, RE-D</p> <p>IN,RE-D</p>

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>more in line with joining the Army than preventing it. The three primary methods for doing this are: a) reversals; b) redefinitions; and c) alternative outcomes. These can also be effectively used in combination (d). (See PCSR 4 for more uses of these patterns.</p> <p>a) R can set up reversals in several ways. He can use a combination of C-LINK, LP, and presupposition: "It's a good thing, though, to be a little hesitant like that. Because you're going to make sure that you get everything that you're looking for."</p> <p>R can also use a reversal, for example, in handling an objection of not wanting to leave home, to show that parents' love can be the reason to join, rather than the reason not to. R may use a combination of MR, IN, and presupposition: "...truly your mother and father love you ... you love them ... protecting your parents by serving your country."</p> <p>b) R can use RE-D in an almost limitless number of ways: "I'm not manipulating you, I'm just giving you choices," or "You're not leaving home so much as doing something vitally important for your country," or "You're not leaving your parents, you're protecting them by serving your country."</p> <p>c) R can set up alternative outcomes in a variety of ways using A-OUT and presupposition, for example: "Now when would you like to make your parents proud, would tomorrow be too early?"</p> <p>d) Best of all, R can use all of the above in combination, adding in more patterns. Using R/S, A-OUT, C-POST, CEQ, RE-D, MO, and presupposition: "...you want to call that manipulation going into the Army? Fine. You get manipulated every day of your life. Now? Well, teacher manipulates you ... parents manipulate you ... If</p>	<p>C-LINK,P, LP,MR,IN</p> <p>RE-D</p> <p>A-OUT,P</p> <p>R/S,A-OUT, C-POST,CEQ, RE-D,MO,P, MR,IN,AWARE, UV,APV,C-LINK,UQ,LP, NEG-COM</p>

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>you go down to the store and you want to buy something and talk to the salesman, he's going to manipulate you ... So is it really manipulating or is it more or less giving you information and letting you make up your mind."</p> <p>R can also set up a M-4, comparing P to himself, using MR, IN, AWARE, and presupposition: "...truly your mother and father love you ... you love them ... couldn't have made it where I am right now if my parents wouldn't have cared ... they are very happy people ... [yours] are very happy people, too ... going to be doing something vitally important ... protecting your parents by serving your country ... they know that you're doing something vitally important..."</p> <p>R can also use UV, APV, UQ, C-LINK, LP, NEG-COM, C-POST, and presupposition to redirect an objection using all of the above in combination: "Are you a little scared? If you are, hey, that's normal, partner. Everybody's a little bit scared but it's good, too, because it's going to make you a little cautious, make sure that you get everything that the Army has to offer you, available to you in writing before you enlist. So don't be afraid to admit that you are scared."</p> <p>8. To negate the truth or the value of an objection.</p> <p>R can directly negate either the truth or the value of the objection P has offered by one of two methods: a) YB-COM, C-XX, or a combination of the two to directly negate or overwhelm the objection; or b) DBF to block P into a tight framework of thought, forcing him to realize that he has no real choice about the objection, at least in the way he has presented it.</p>	

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>a) R can use both C-EX and YB-CON, in a direct challenge: "We got drug problems, but I'll bet you, I'll take you up to the college campus and I'll show you more drug problems than I will in the military," or "...if you're working with any major corporation, right, now they follow certain dress codes. You know, if you're working with IBM or Xerox, you're not going to go to work with earrings in your ears and hair all down your back, you know."</p> <p>R can also combine YB-CON, MF, SD, N, SCO-AM and presupposition to negate the objection from the start, suggesting through presupposition that P actually wants R to do so: "I realize you don't want to leave home, but I want to tell you about something that's really going to help you out."</p> <p>b) R can set up double binds using a combination of FP-CON, S-CON, DBF and presupposition to create a safer environment for P to think about what is being offered: "...you'll maintain your friendship throughout the time ... If not, okay, you pick up another friend ..."</p> <p>R can also combine FP-CON, DBF, YB-CON, TENSE, APV, and C-LINK in an interesting way: "So, you missed a semester of being on campus, but you've gained a semester of college credits and when you enroll, you're now a first semester freshman..."</p> <p>9. Raise the level of analysis of the discussion so that an objection no longer seems important.</p> <p>R can raise the level of analysis of the discussion to a higher level using C/U or HOC:</p> <p>a) to make the objection seem unimportant when compared with higher or wider issues (see also 2, above, Comparisons); or b) to show that the objection applies as equally throughout a</p>	<p>C-EX, YB-CON, MF, SD, N, SCO-AM, P</p> <p>FP-CON, S-CON, DBF, P, YB-CON, TENSE, APV, C-LINK</p>

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>wider range of people, or even society as a whole, as it does to the Army — again diminishing its importance.</p> <p>a) R can use P's HOC along with R/S and C/FS very directly: "...isn't a little bit of your vanity, okay, worth the \$25,000 you're going to get for your education?"</p> <p>R can use a combination of HOC, C/U and CONS to handle the objection of a mother to her son's enlistment: "...if all mothers felt the way you do, you wouldn't be experiencing your freedom now ..."</p> <p>To further overcome the objections of this same mother, R can combine other patterns with the above, and point out that people who enlist allow the opportunities for others to go to school, pursue their goals, etc. using IN, R/S, AS, C/FS, RE-D, C-POST, and presupposition: "...if all ... felt that way, you wouldn't be experiencing your freedom ... what they're doing is ... allow your son the opportunity to at least get his high school diploma ... what you should think about is allowing the next person coming along to get their education, or is he too good to allow somebody that opportunity? ... your country runs on the backbone of sons just like yours."</p> <p>b) R can point out that P's objection applies equally to others using C-POST, AWARE, R/S, C/FS, PF, TENSE, SUB-T and presupposition: "Do you know all the people that will be there? ... There's a lot of people going to be in the same situation out there, okay. Guess what, they're all going to be a little scared, too. You've already got something in common." This is part of a wider method of setting up fantasies effectively (see PCSR 4).</p>	<p>HOC, R/S, C/FS, C/U, CONS, IN, AS, RE-D, C-POST, P</p> <p>C-POST, AWARE, R/S, C/FS, PF, TENSE, SUB-T, P, C/U, C/D, MF, T-LINK</p>

REPORT TYPE: PCSR

I.D.: Coder 2 S(s) A,D,E,F,G,I SEQ 6 CROSS-REF PCSR (1, 2, 3, 4, 5)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
		<p>R can also use C/U C/D, C/FS, MF, T-LINK, and presupposition to point out that the other major institutions have the same or similar problems as the Army: "I don't care if it's fire department, police department, Army Reserve, some people sneak in and get through and then they become known once they are out ... There are these elements in the Army, in the Navy, Air Force, Marine, at IBM, at the school you go to. It's everywhere."</p> <p>R can also use this same method on a smaller scale using C/FS, C/U, C/D, R/S, for example in relieving the fears of a woman about her ability to complete basic training: "the program is geared for the females. You are not in competition with the males in basic training ..."</p>	
4	To test P to determine if the objection was effectively handled.	R simply moves back into closing to get a response from P. He will either get agreement, or another objection.	Various patterns of Closing (see PCSR 5)